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IDENTIFIERS	Ditto Masters

ABSTRACT

Designed for use with unit four of the science/math strand for second graders, the supplement and ditto packet contain visuals, worksheets, and instructional aids referred to in the teacher's guide corresponding to this unit. The brief introductions to kits 13-16 are written in both English and Spanish; all classroom materials for students are in Spanish only. The illustrations and materials for seatwork by students pertain to concepts in math such as measurement of volume or longitude, comparison of numbers as to greater or smaller, addition and subtraction combinations, parenthesis in addition combinations, operational symbols, counting to 100, and money values. In science, the materials are to help the teacher present learning activities about plants; animals; use of the five senses to observe, manipulate, and describe; changes in objects caused by environment; changes in man caused by age; and classification of living and nonliving things. The worksheets are to be presented under supervision rather than as independent tasks. (RS)

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SCDC Spanish Curricula Units

Science/Math

Unit 4 Grade 2

Supplements

RC 010821

Unit 4 Kits 13-16

Science/Math Strand

Supplements

DISSEMINATION CENTER FOR BILINGUAL BICULTURAL EDUCATION
6504 TRACOR LANE
AUSTIN, TEXAS

Spanish Curricula Development Center
MIAMI, FLORIDA

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Dissemination Center for Bilingual Bicultural Education
Education Service Center, Region XIII
6504 Tracor Lane, Austin, Texas 78721

Spanish Curricula Development Center
Dade County Public Schools
1420 Washington Ave., Miami Beach, Fla. 33139

PREFACIO

El Spanish Curricula Development Center y el Dissemination Center for Bilingual Bicultural Education se establecieron por el Bilingual Education Programs Branch, U.S.O.E., para apoyar los programas de enseñanza bilingüe. Los materiales que aquí se incluyen integran una de las diez unidades básicas de instrucción a nivel primario y representan un cumplimiento parcial de esa encomienda.

Cada unidad de instrucción se compone de cuatro kits y cada kit se prepara para un período de instruccion de dos a tres semanas. Los materiales abarcan cinco hilos de instrucción: Español como lengua vernácula, Ciencias Sociales, Ciencias y Matemáticas, Bellas Artes y Español como segunda lengua.

Este Suplemento revisado está basado en la información provista por los centros de experimentación a través de la nación, cuya población estudiantil incluye niños méxico-americanos, puertorriqueños y cubanos así como otros niños que representan un amplio grupo de origen hispano. Esta edición refleja las contribuciones valiosas de maestros, administradores, especialistas, coordinadores de los centros experimentales, del Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), y miembros de este centro que están desarrollando las ediciones regionales.

Esperamos que las escuelas que usen este Suplemento revisado continuarán expresando sus reacciones para que los materiales puedan ser revisados y lograr así el mejoramiento de esta edición.

PREFACE

The Spanish Curricula Development Center and the Dissemination Center for Bilingual Bicultural Education were established by the Bilingual Education Programs Branch, U.S.O.E., in support of bilingual instruction programs. The materials here included are components of one of ten basic instructional units for the primary level and represent a partial fulfillment of that obligation.

Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Supplement incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban backgrounds, as well as children representing a wide range of other Spanish background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions. It is our hope that schools using the revised Supplement will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

Elsa Sánchez de la Vega
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Quality Control, SCDC

Juan D. Solís
Director, DCBBE

Ralph F. Robinett
Project Manager, SCDC

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Preface iii

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Kit 14. 5

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INTRODUCCIÓN

Este Suplemento revisado contiene materiales visuales diseñados para ayudar al maestro a desarrollar con éxito las actividades incluídas en las guías de los distintos hilos de instrucción.

Las ilustraciones se incluyen para ayudar a estimular el lenguaje oral y el desarrollo de conceptos. Algunas de ellas están diseñadas para ser recortadas y usadas en pequeños grupos o individualmente, y otras para ser usadas en su tamaño completo.

El material está presentado en su forma más sencilla y no ha sido diseñado para constituir en sí un programa de arte.

El maestro puede colorear las láminas y montarlas en cartulina para facilitar su uso, si así lo desea. También puede añadir otros materiales en la presentación de las actividades y animar a los alumnos a que contribuyan con ilustraciones de su propia creación.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli, las señoras Elpa Soler y Irma Laucirica y el señor Paulino Fernández.

INTRODUCTION

This revised Supplement contains visual aids designed to help the teacher successfully carry out the activities included in the guide of the corresponding instructional strand.

The illustrations are provided to help stimulate oral language and conceptual development. Some of them are designed to be cut out for manipulations with small groups and individuals, while others are full size to be left intact.

The material here presented is generally in its simple form; it has not been designed as an art program.

The teacher may, if he so desires, color the pictures and mount them on cardboard to facilitate their use. The teacher may also add other materials in the presentation of his activities and encourage pupils to contribute their own original illustrations.

Collaborating in the preparation of the illustrations were Adelfa Cantelli, Elpa Soler, Irma Laucirica and Paulino Fernández.

Carmen Otero
Chairman Kit Manufacture

KIT 13

(Pages 1-4)

14

1

Para usar con Science/Math Strand.

2

Kit 13, Suplemento

Para usar con Science/Math Strand.

Kit 13, Suplemento

Para usar con Science/Math Strand.

Kit 13, Suplemento

4

KIT 14

(Pages 5-13)

Feria de semillas

Frasco plástico

cinta de pegar

Una ilustración hecha por los niños o un dibujo de la planta

Nombre de la semilla Ej. limón

1

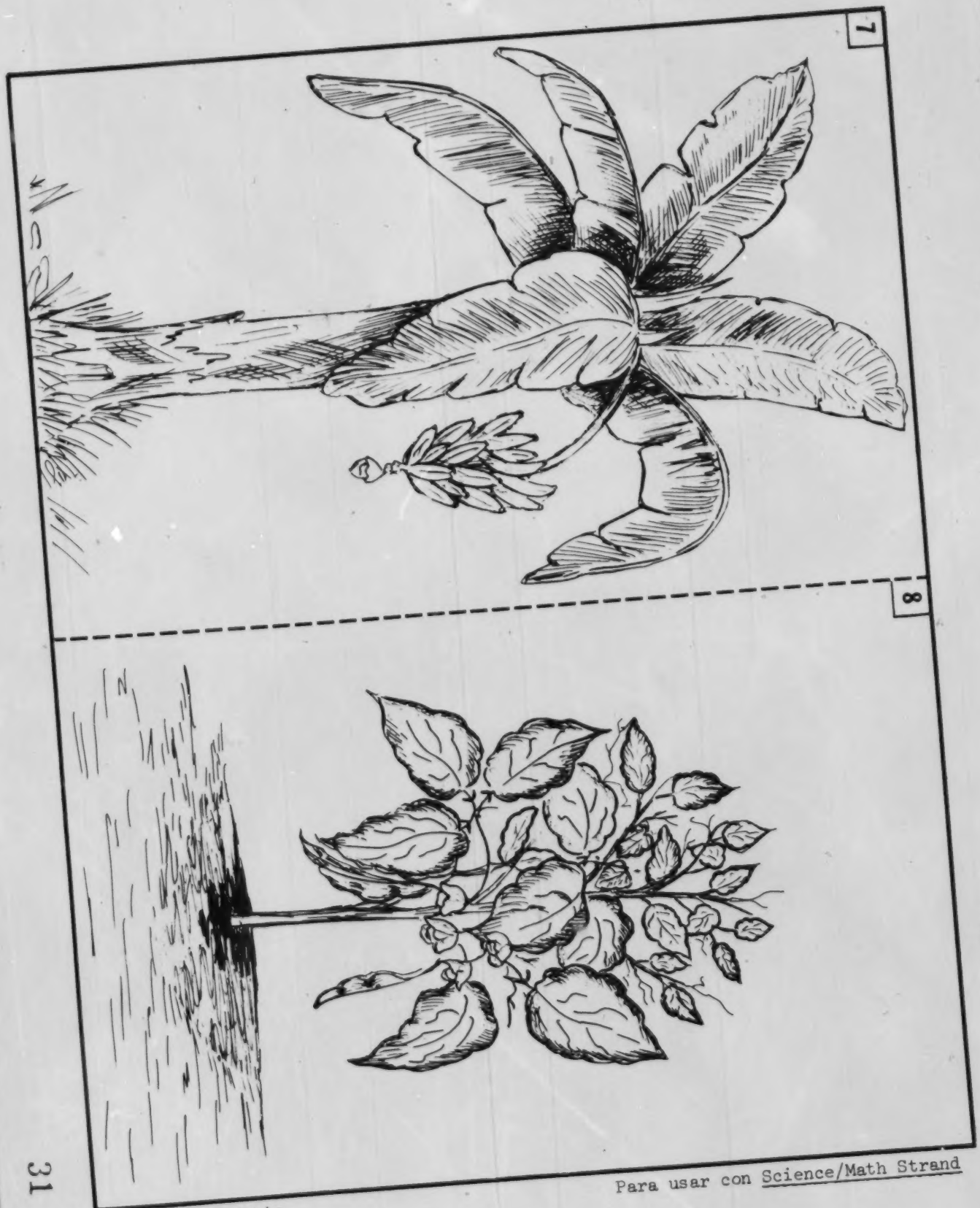
2

3

4

5

6



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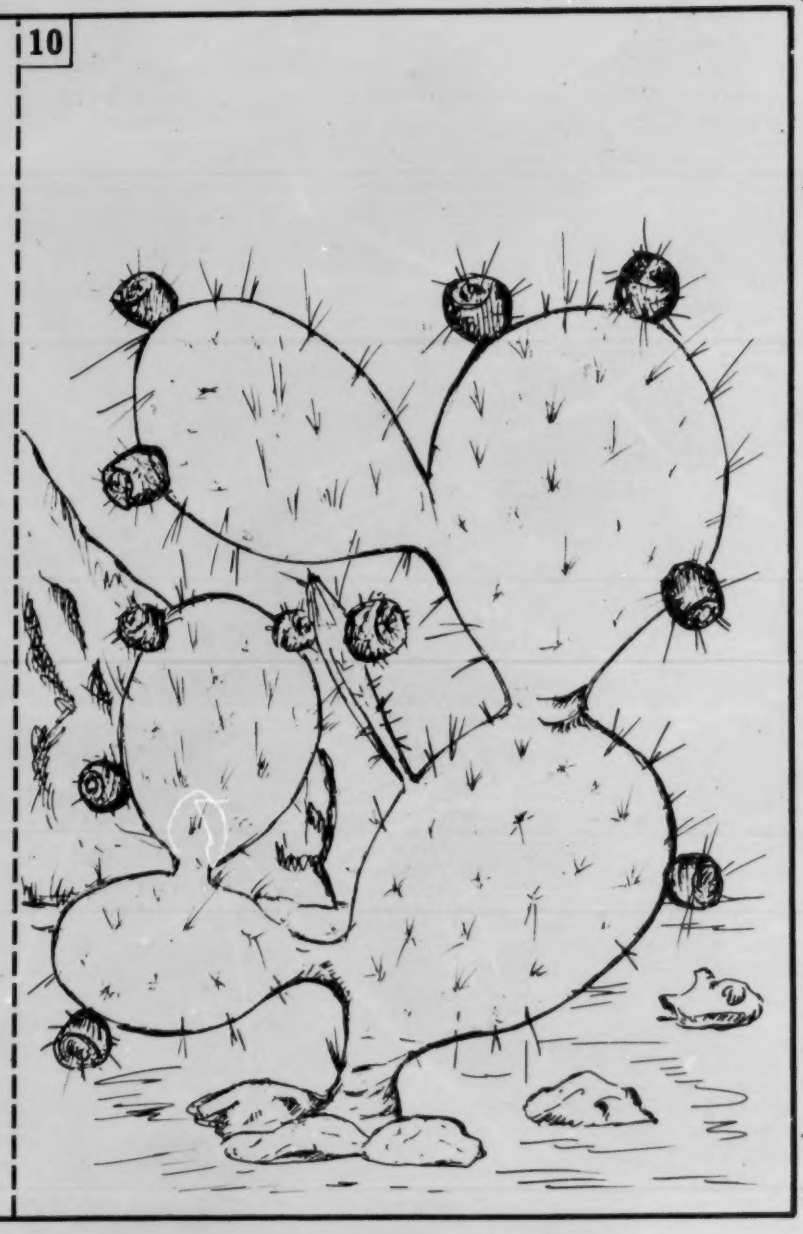
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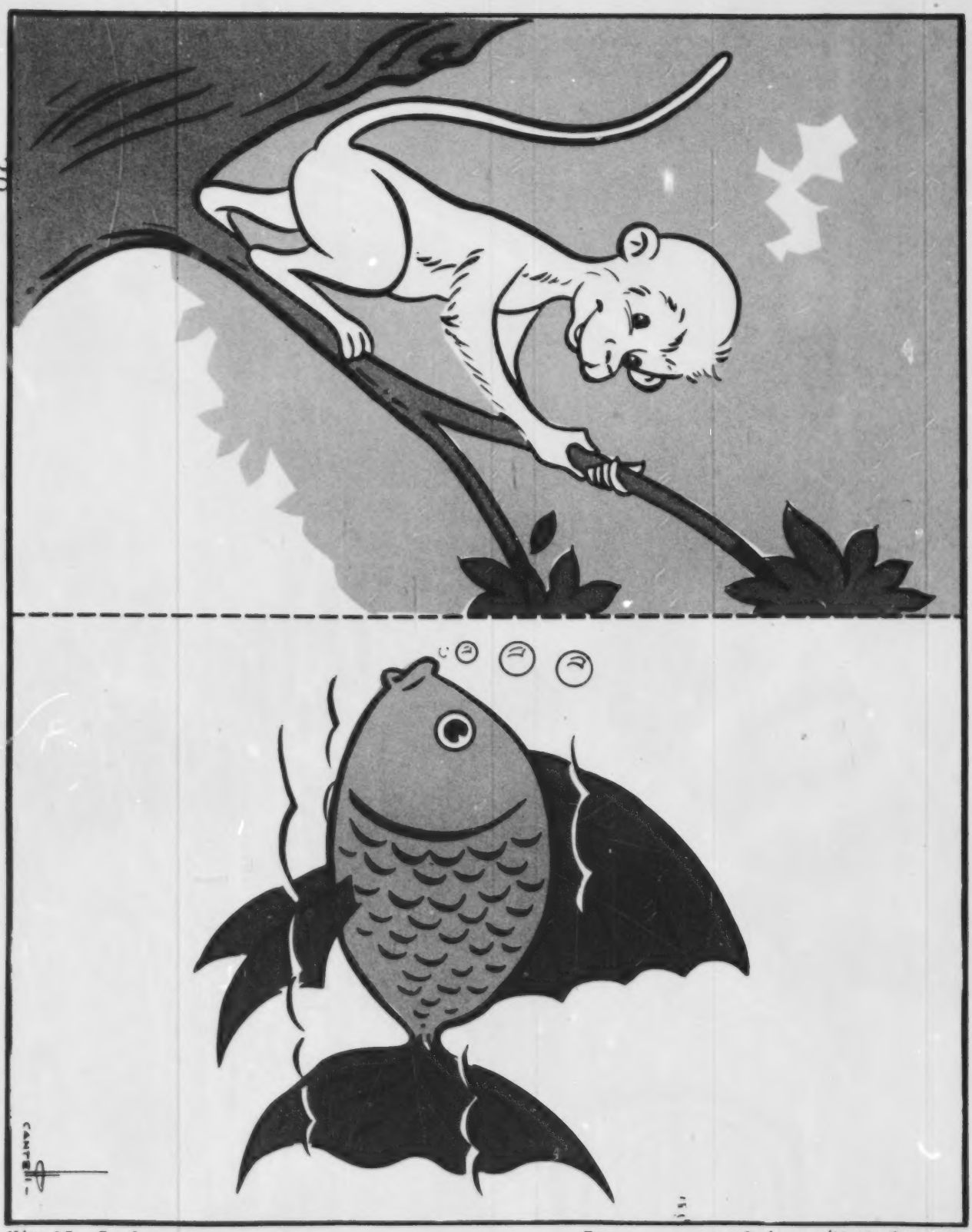
KIT 15

(Pages 14-42)



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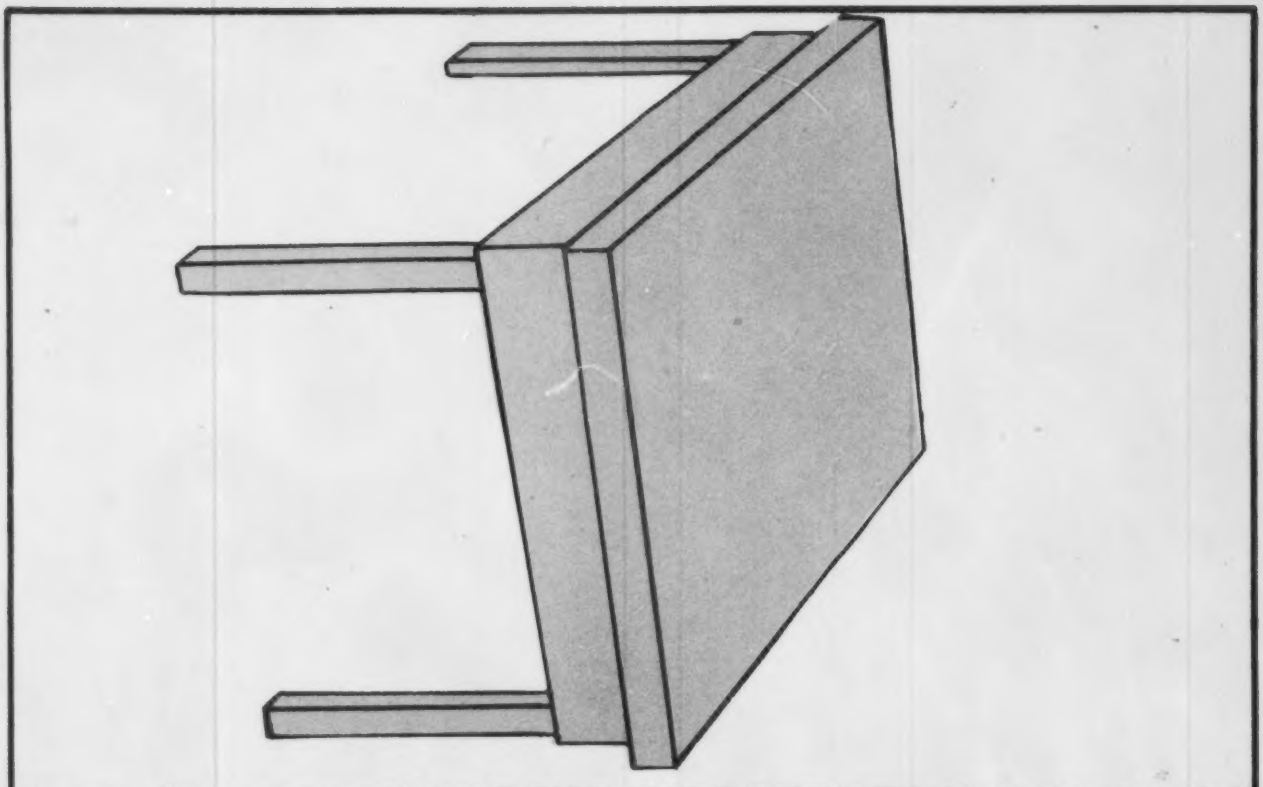

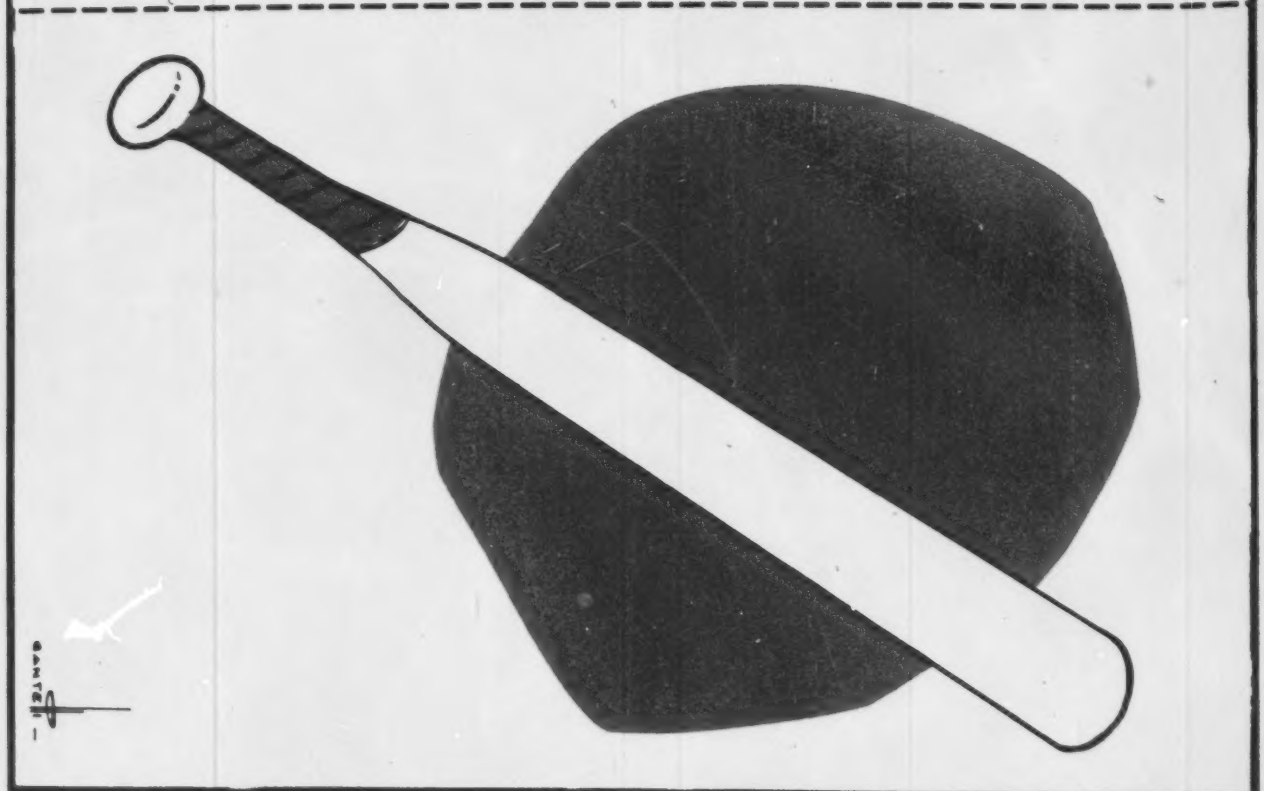

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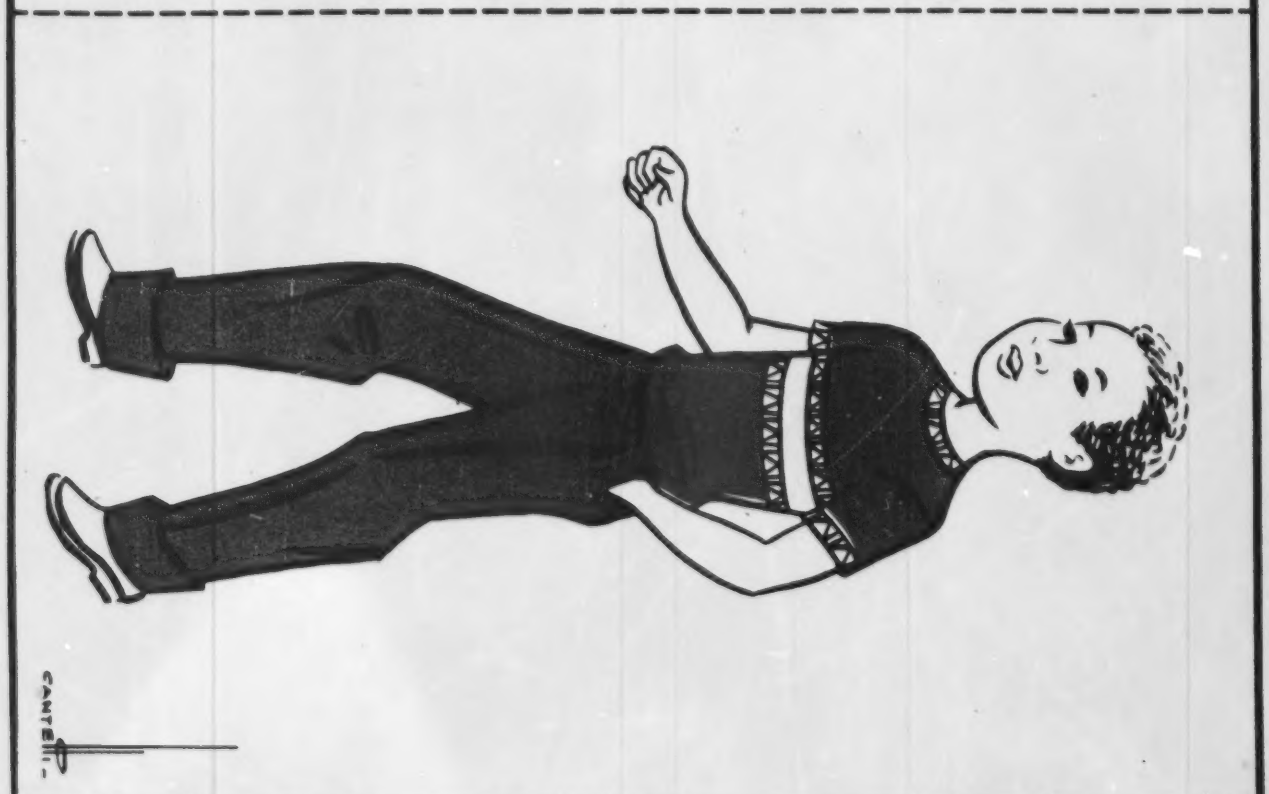

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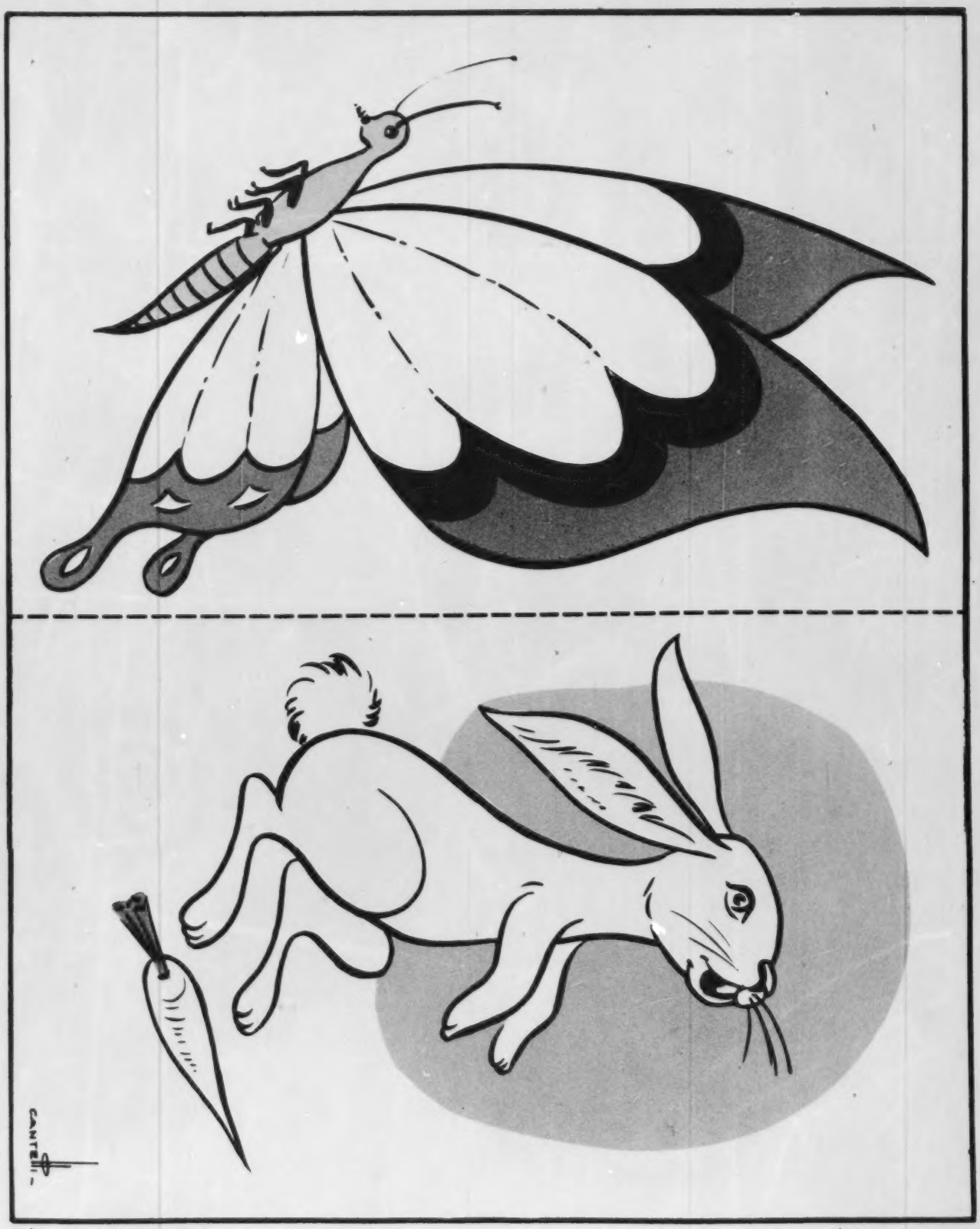

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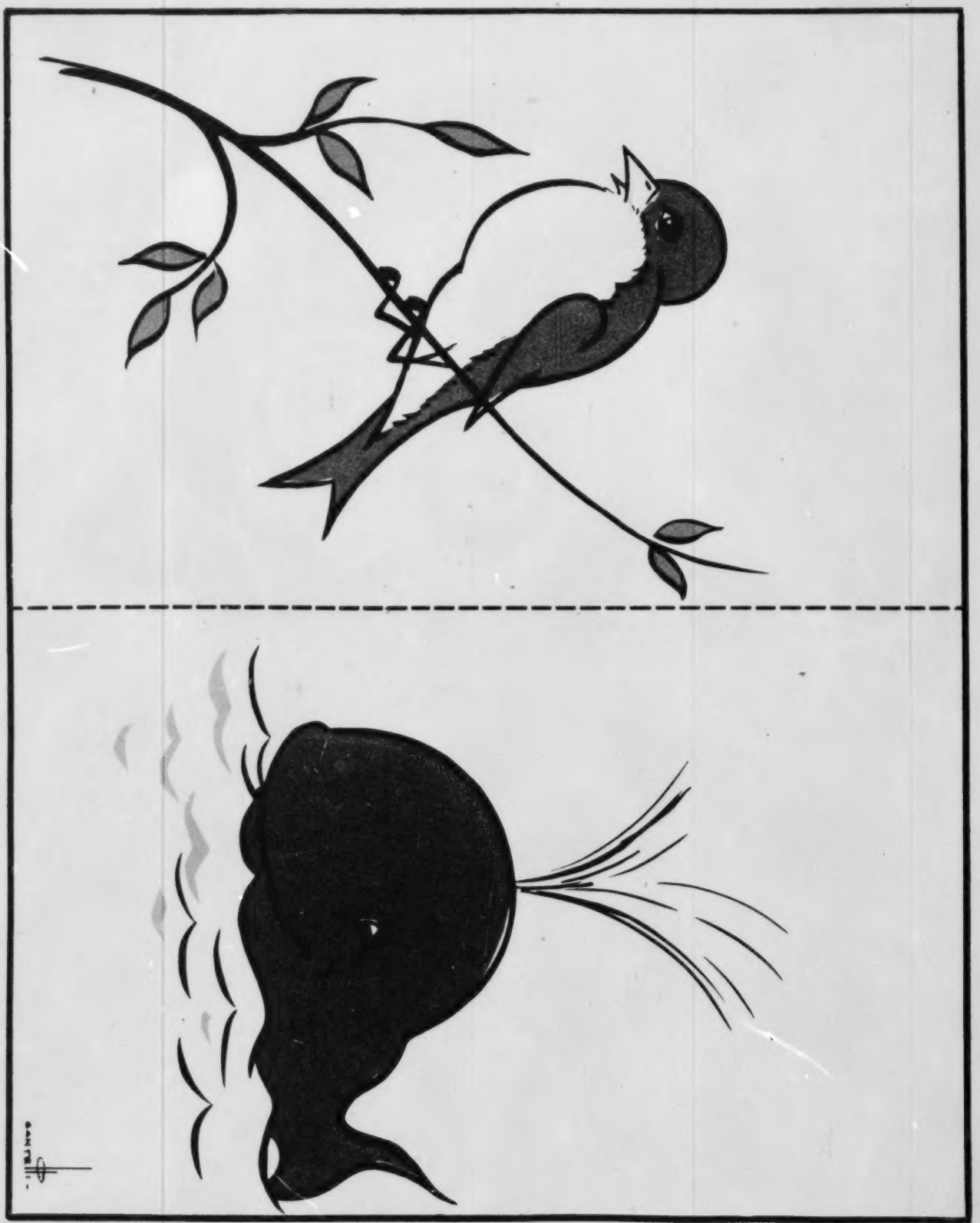
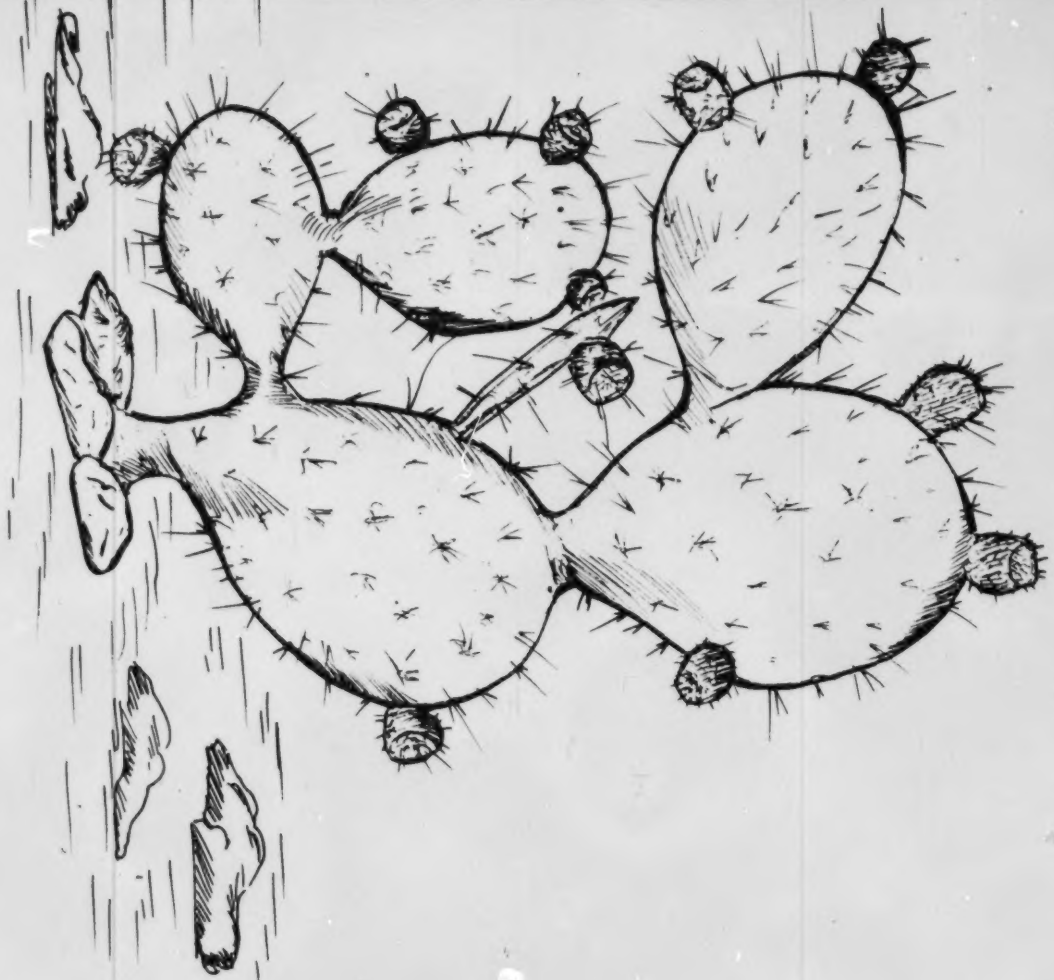


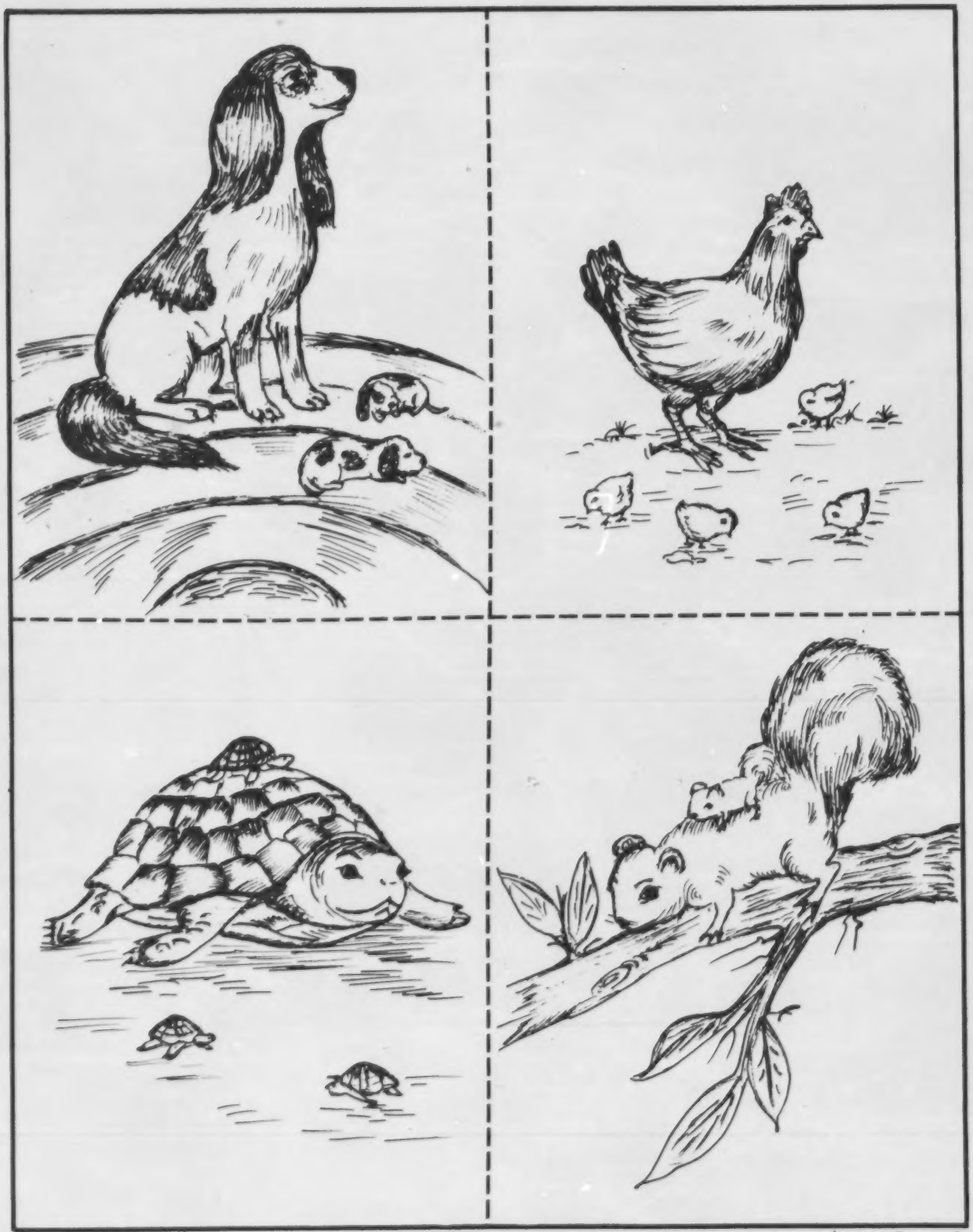


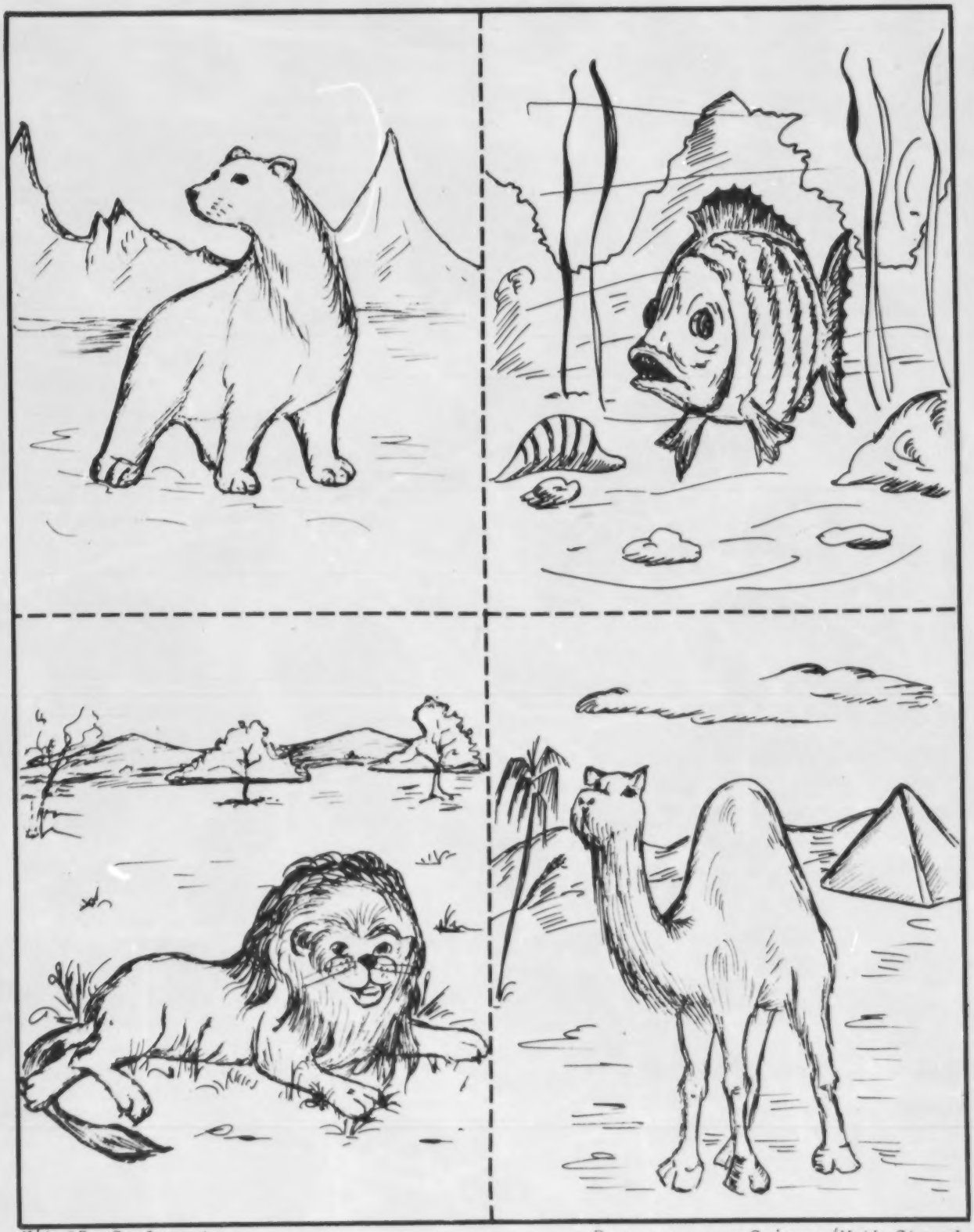
ANIMALES

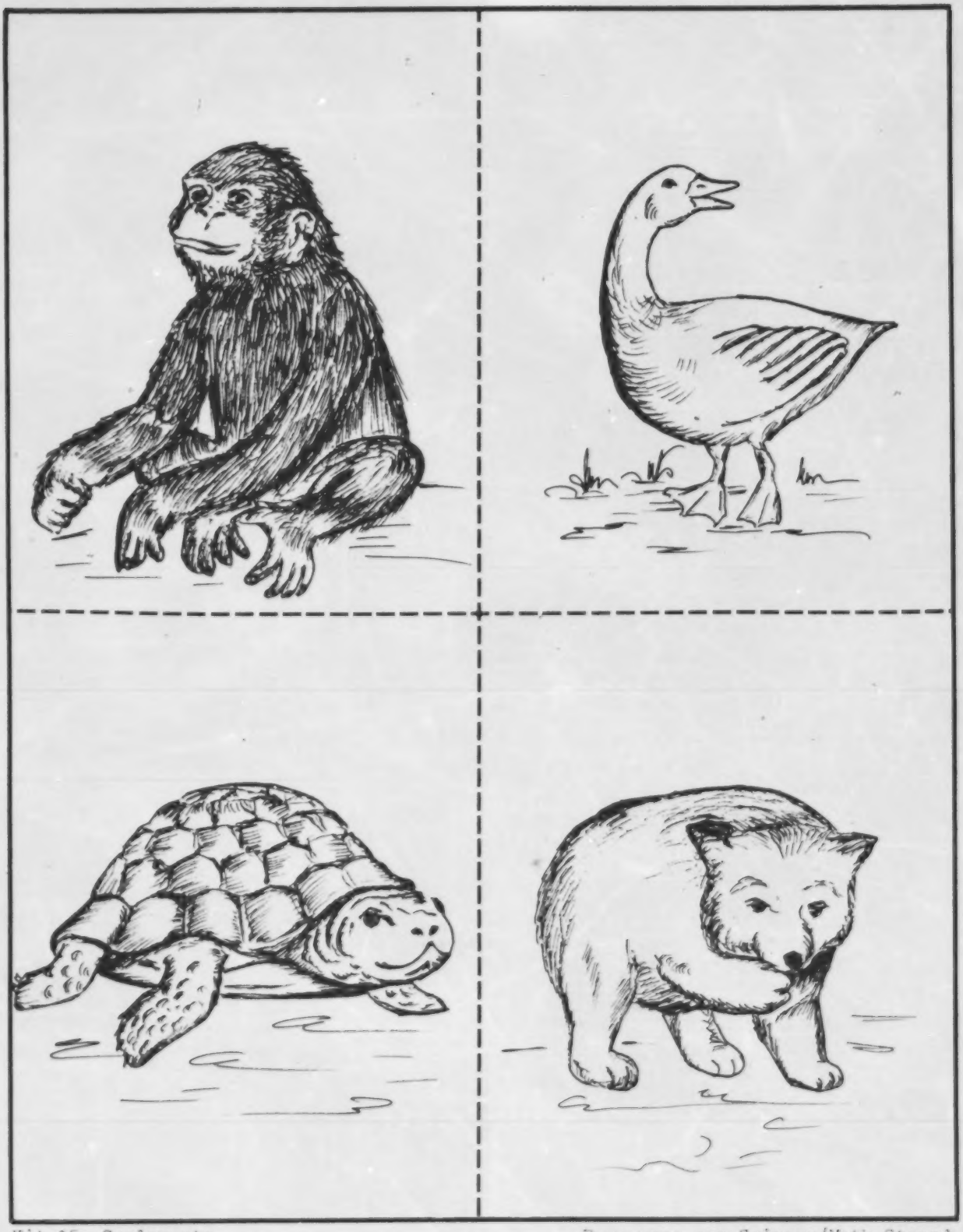
SIMILARIDADES O SEMEJANZAS	DIFERENCIAS
1. Los hijos de los animales se parecen a sus padres.	1. No todos los animales comen las mismas cosas.
2. Todos nacen.	2. Sus cubiertas casi siempre son diferentes.
3. Todos mueren.	3. Viven en distintos lugares según sus necesidades biológicas.
4. Tienen una clase de cubierta o de piel.	4. Comen distintos alimentos.
5. Todos tienen que comer y alimentarse.	5. Se mueven en distintas formas.

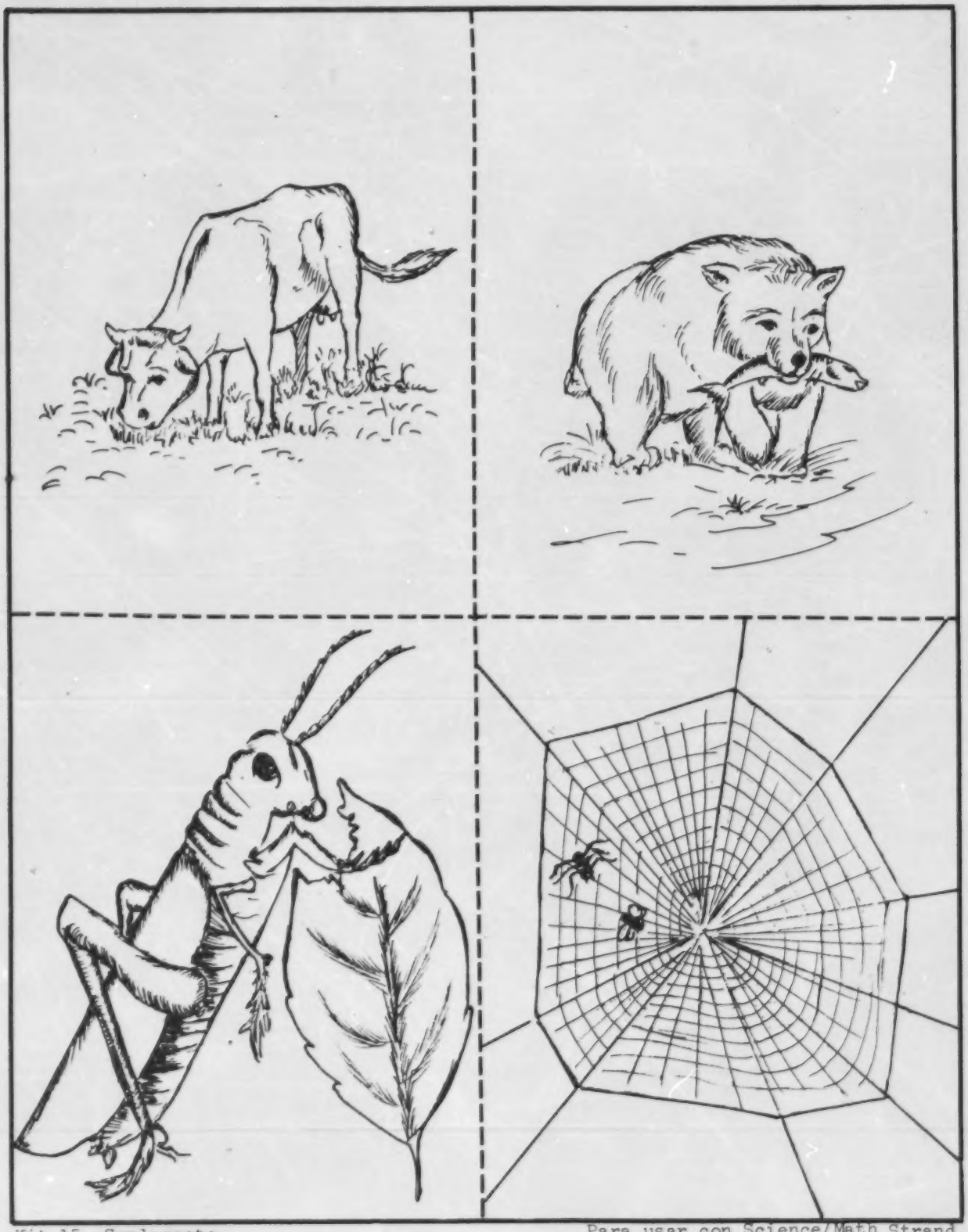
GENERALIZACIÓN -

Hay similaridades y diferencias entre los animales.









ANIMAL	VOZ O GRITO	RUIDO	MOVIMIENTO
vaca	mugido	muu...	camina
cerdo o cochino	gruñido	oink...	camina
cabra	balido	bee...	camina
gallo	canto	quiquiriquí	camina vuela
pollitos	piar	pío, pío...	camina vuelan
gallinas	cacarean (para poner huevos) cloquean (para llamar a los pollitos)	ca-ca-ra-cá	camina vuelan
pavo - ganso - cuervo	graznido	cua-cua-cua...	caminan nadan vuelan a la vez
paloma	arrullo	uh, uh, uh,	vuela camina
abejas	zumbido	zzzuu...	vuela
oveja, carnero, cordero	balido	baa...	camina
perro	ladrido	guau-guau	camina
gato	maullido	miau-miau	camina
pájaros	canto - trino		vuelan
burro, asno	rebuzno	anhiiii...	camina
caballo	relincho		camina
león	rugido		camina

13 − 2 =	12 − 2 =
13 − 3 =	11 − 0 =
12 − 0 =	11 − 1 =
12 − 1 =	

15−5 =	14 −3=
14−0 =	14 −4=
14−1 =	13−0=
14−2 =	13−1=

16 − 5 =	15 − 2 =
16 − 6 =	15 − 3 =
15 − 0 =	15 − 4 =
15 − 1 =	

Para usar con Science/Math Strand
Kit 15. Suplemento

17−5=	16−1=
17−6=	16−2=
17−7=	16−3=
16−0=	16−4=

18−6= .	17−1=
18−7=	17−2=
18−8=	17−3=
17−0=	17−4=

	SIMILARIDADES O SEMEJANZAS	DIFERENCIAS
HOMBRE	TIENE PELO, OJOS, NARIZ, BOCA, ETC. COME DUERME DESCANSA NECESITA ALBERGUE NACE, SE REPRODUCE, MUERE	RAZONA ESCRIBE LEE TIENE DOS PIERNAS
ANIMAL	TIENE PELO, OJOS, NARIZ, BOCA, ETC. COME DUERME DESCANSA NECESITA ALBERGUE NACE, SE REPRODUCE, MUERE	NO RAZONA NO ESCRIBE NI LEE ALGUNOS TIENEN DOS PATAS, OTROS TIENEN VARIAS

GENERALIZACIÓN - EL HOMBRE Y EL ANIMAL TIENEN VARIAS CARACTERÍSTICAS EN COMÚN.

19 − 8 =	19 − 9 =
18 − 0 =	18 − 1 =
18 − 2 =	18 − 3 =
18 − 4 =	18 − 5 =

Para usar con Science/Math Strand

Kit 15, Suplemento

19 − 0=	19 −4=
19 − 1=	19 −5=
19 −2=	19 −6=
19 −3=	19 −7=

Para usar con Science/Math Strand

Kit 15, Suplemento

11 + 1 =	11 + 5 =
11 + 2 =	11 + 6 =
11 + 3 =	11 + 7 =
11 + 4 =	11 + 8 =

Para usar con Science/Math Strand

Kit 15, Suplemento

12+1=	12+5=
12+2=	12+6=
12+3=	12+7=
12+4=	13+1=

Para usar con Science/Math Strand

Kit 15, Suplemento

13 + 2 =	13 + 6 =
13 + 3 =	14 + 1 =
13 + 4 =	14 + 2 =
13 + 5 =	14 + 3 =

Para usar con Science/Math Strand

Kit 15, Suplemento

14 + 4 =	15 + 3 =
14 + 5 =	15 + 4 =
15 + 1 =	16 + 1 =
15 + 2 =	16 + 2 =

16+3=	19+0=
17+1=	18+0=
17+2=	17+0=
18+1=	16+0=

10 + □ = 19	18 − 8 = □	14 + □ = 17	11 + 3 = □	17 − 6 = □
12 + 2 = □	15 + □ = 17	□ + 8 = 19	12 + 1 = □	16 − 4 = □
14 + □ = 15	13 + 2 = □	13 + 3 = □	14 + 4 = □	14 + □ = 18
15 + 4 = □	16 − 4 = □	□ + 7 = 19	14 + □ = 19	13 + 4 = □
12 + □ = 18	13 + 4 = □	12 + 4 = □	19 − 4 = □	17 − 4 = □

KIT 16

(Pages 43-53)

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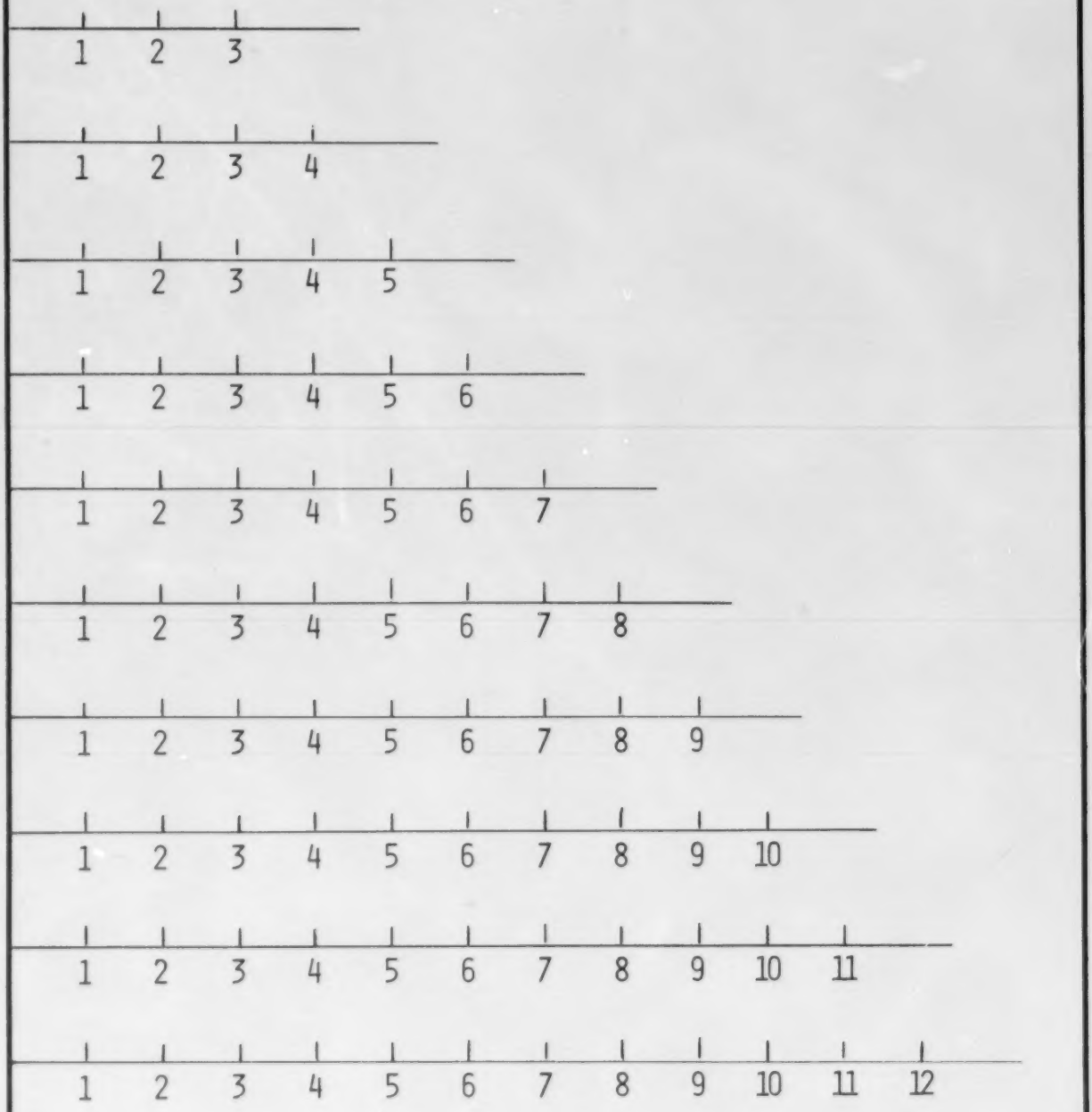

Kit 16, Suplemento

Para usar con Science/Math Strand

Kit 16, Suplemento

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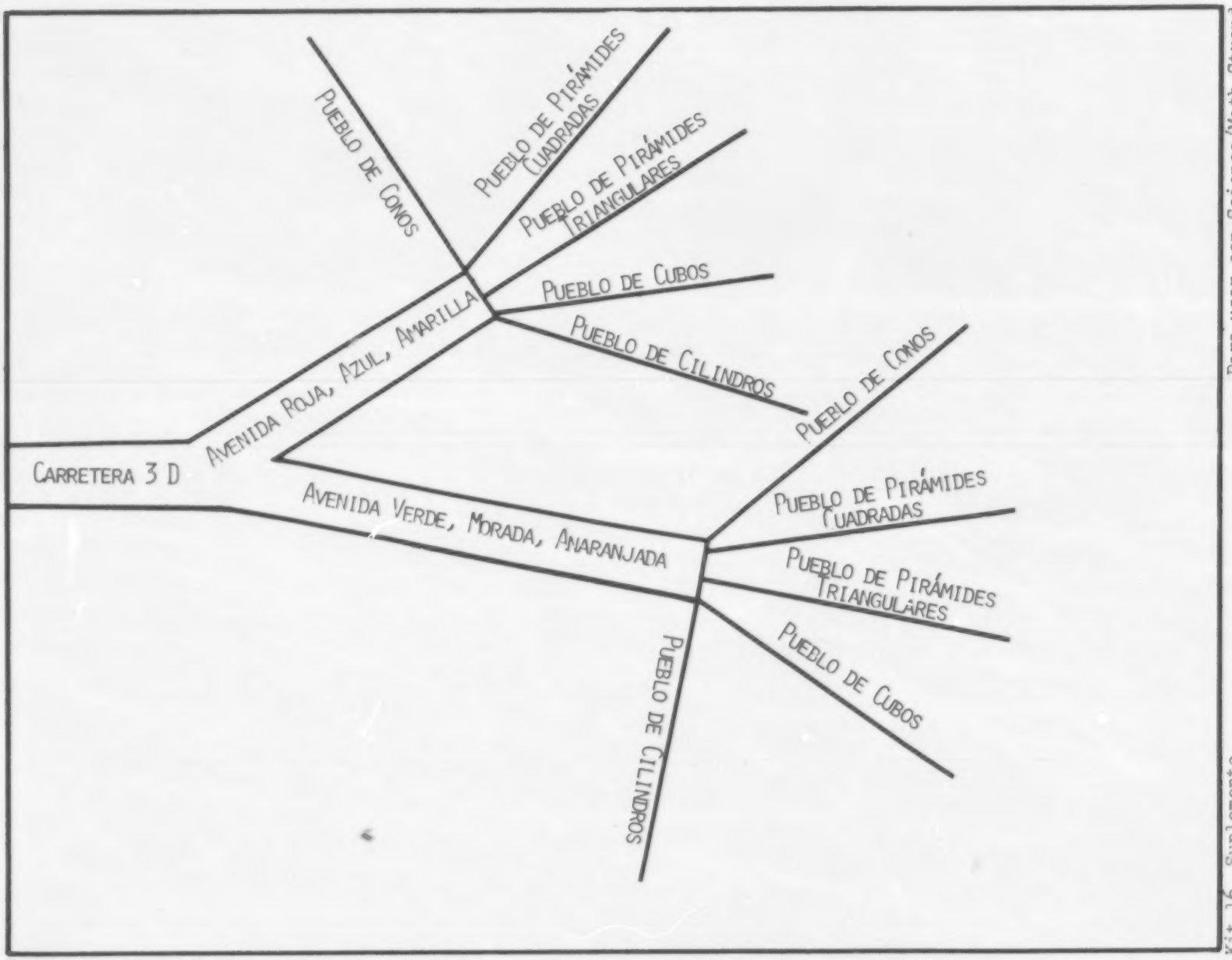

Para usar con Science/Math Strand

Kit 16, Suplemento

2 + 9 =	7 + 7 =
3 + 8 =	7 + 8 =
3 + 9 =	7 + 9 =
4 + 7 =	8 + 3 =
4 + 8 =	8 + 4 =
4 + 9 =	8 + 5 =
5 + 6 =	8 + 6 =
5 + 7 =	8 + 7 =
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7 + 4 =	9 + 7 =
7 + 5 =	9 + 8 =
7 + 6 =	9 + 9 =

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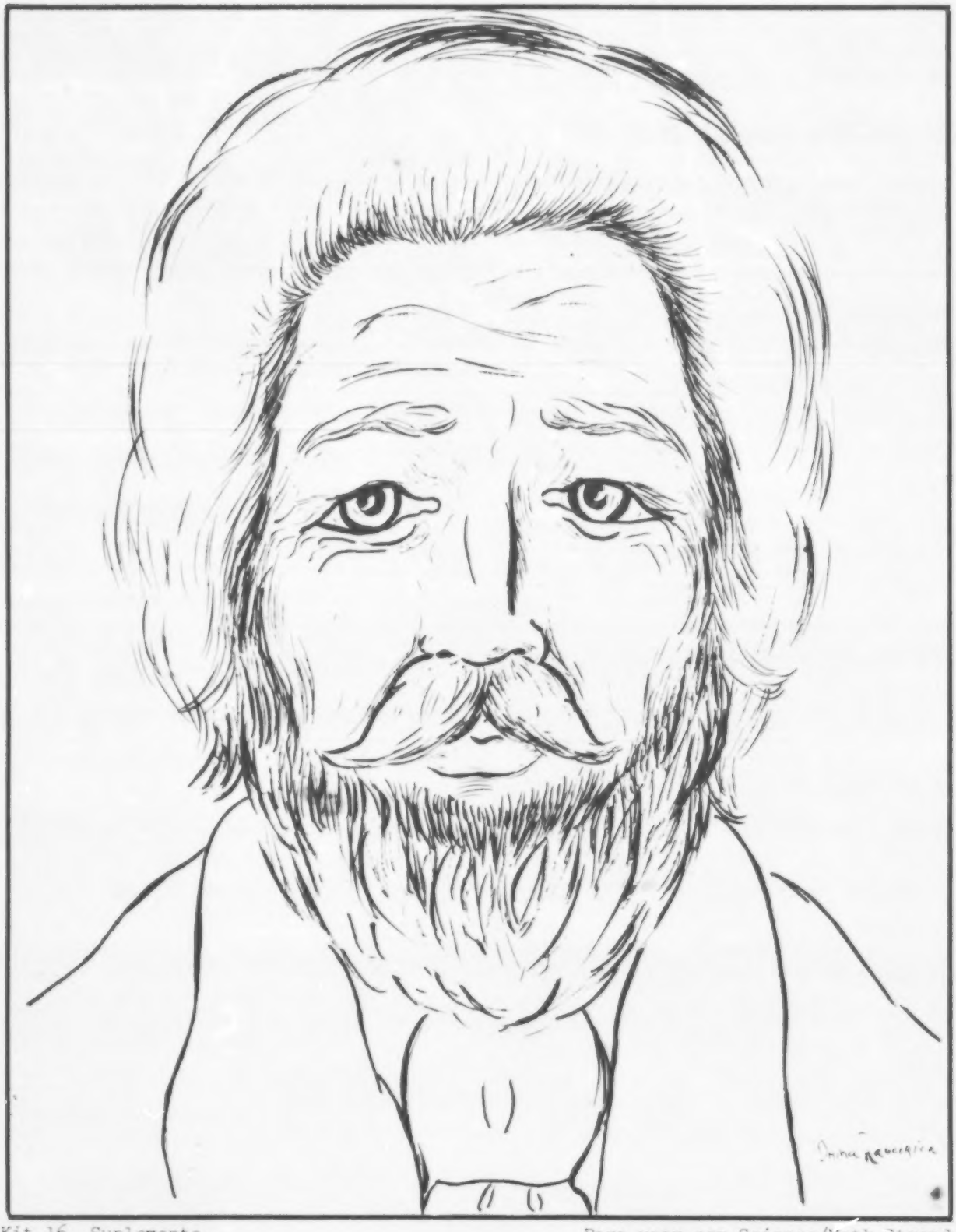
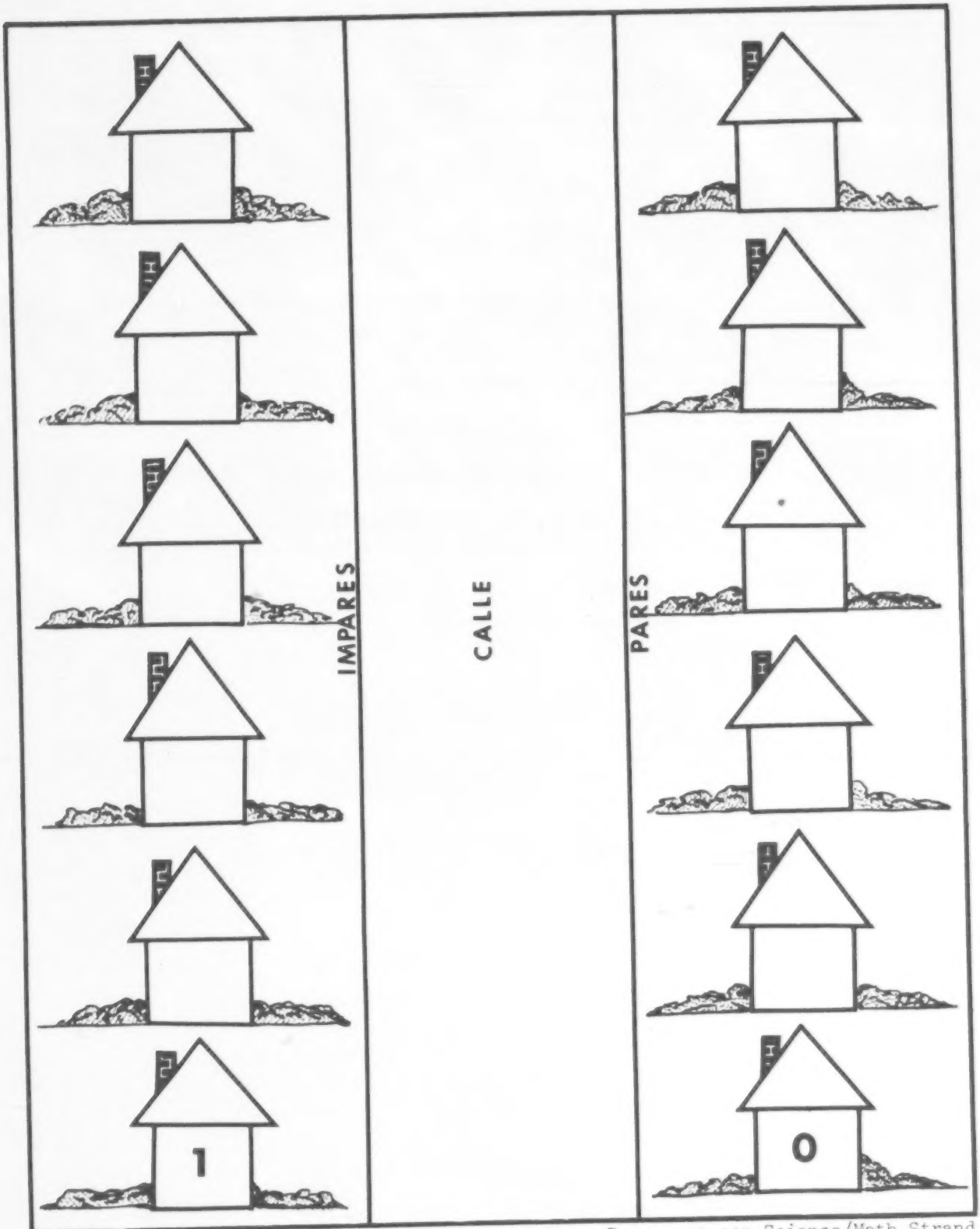


	SEMEJANZAS O SIMILARIDADES	DIFERENCIAS
BEBÉ	NO TIENE DIENTES DUERME DESCANSA COME	NO CAMINA NO HABLA NO PUEDE VALERSE POR SÍ MISMO PELO NEGRO O RUBIO PIEL SUAVE NO ESCRIBE NI LEE ES PEQUEÑO
VIEJITO	A VECES NO TIENE DIENTES DUERME DESCANSA COME	CAMINA HABLA CASI SIEMPRE SE VALE POR SÍ MISMO CASI SIEMPRE TIENE EL PELO GRIS PIEL ARRUGADA PUEDE ESCRIBIR Y LEER ES GRANDE

GENERALIZACIÓN: EL BEBÉ AL CRECER CAMBIA, SE CONVIERTE EN UN JOVEN Y MÁS TARDE EN UN ADULTO.

Para usar con Science/Math Strand 52
Kit 16, Suplemento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SCDC Spanish Curriculum Project

Science

Unit 1 Grade

Data Packet

3c 01 0821

Unit 4 Kits 13-16

Science/Math Strand

Ditto Packet

DISSEMINATION CENTER
FOR BILINGUAL
BICULTURAL EDUCATION
6504 TRACOR LANE
AUSTIN, TEXAS

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PREFACE

The Spanish Curricula Development Center and the Dissemination Center for Bilingual Bicultural Education were established by the Bilingual Education Programs Branch, U.S.O.E., in support of bilingual instruction programs. The materials here included are components of one of ten basic instructional units for the primary level, and represent a partial fulfillment of that obligation.

Each instructional unit consists of four kits, and each kit is designed for a period of instruction of two to three weeks. Materials are provided for five instructional strands: Spanish Language Arts, Social Science, Science/Mathematics, Fine Arts, and Spanish as a Second Language.

This revised Ditto Packet incorporates feedback from field testing centers across the nation whose pupil populations include children of Mexican-American, Puerto Rican, and Cuban background, as well as children representing a wide range of other Spanish-background origins. It reflects valuable contributions of teachers, administrators, field trial coordinators, consultants, the Curriculum Adaptation Network for Bilingual/Bicultural Education (CANBBE), and members of the Spanish Curricula Development Center staff who are developing regional editions. It is our hope that schools using the revised Ditto Packet will continue to provide feedback so materials may continue to undergo revision based on actual classroom use and community response.

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Production Editor, DCBBE

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Director, DCBBE

Ralph F. Robinett
Project Manager

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INTRODUCCIÓN

Este Conjunto de dittos revisado contiene los modelos de las copias maestras de ditto para hacer reproducciones múltiples de los materiales visuales y de las hojas de tareas individuales correspondientes a las actividades de los distintos hilos de instrucción y de evaluación. Con cada copia maestra de ditto se incluye el original del cual fue hecha para que el maestro pueda hacer copias maestras adicionales si así lo desea.

En general, las hojas de trabajos individuales serán presentadas bajo la supervisión del maestro y no como trabajos independientes.

En algunos casos el maestro puede encontrar que el refuerzo que ofrecen las copias maestras ditto es insuficiente y puede preparar materiales adicionales. En otros casos, el maestro puede considerar que sus objetivos pueden alcanzarse con más eficacia en otras formas diferentes a las predeterminadas en las hojas de trabajos individuales.

Colaboraron en la confección de las ilustraciones la señorita Adelfa Cantelli, las señoras Irma Laucirica, Rose L. Nash, Elpa Soler y Elva Sieg.

INTRODUCTION

This revised Ditto Packet contains ditto masters for making multiple copies of visuals and individual seatwork sheets for the different instructional strands and assessment activities. Accompanying each ditto master is the original from which it was made and from which the teacher may make additional ditto masters if he wishes.

By and large the worksheets for individual pupils are to be presented under supervision rather than presented as independent tasks.

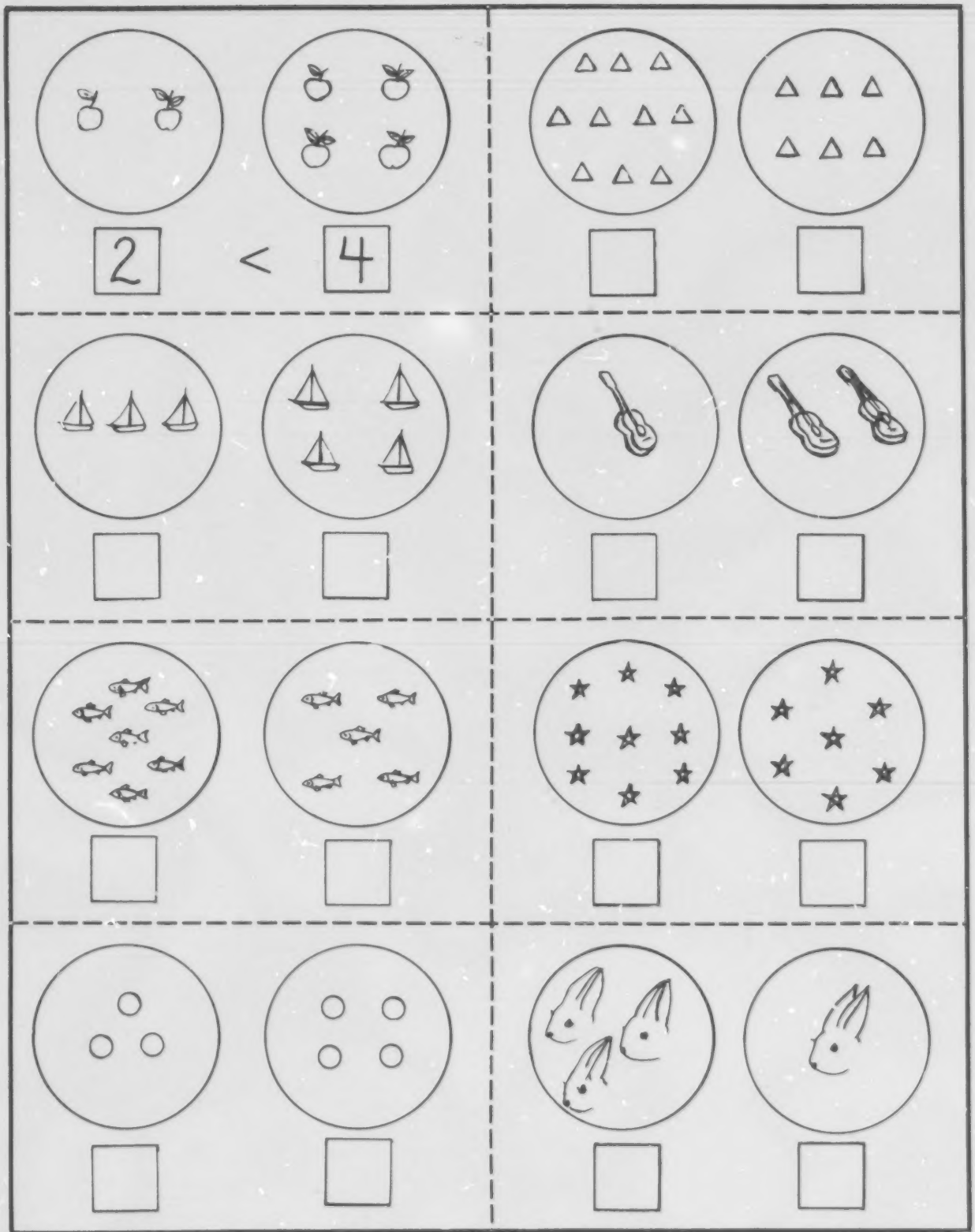
In some cases, the teacher may find that the reinforcement provided through the ditto sheets here presented is insufficient and will wish to prepare additional practice materials. In other cases, the teacher may consider that his goals can be achieved most effectively in ways other than those implied by predetermined worksheets for each pupil.

Collaborating in the preparation of the illustrations were Adelfa Cantelli, Irma Laucirica, Rose L. Nash, Elpa Soler and Elva Sieg.

Carmen Otero
Chairman Kit Manufacture

KIT 13

(Pages 1-12)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49		18		95		32	

6 + 3 = ☐ ○ 5	3 + 6 = ☐ ○ 10
8 + 2 = ☐ ○ 3	2 + 8 = ☐ ○ 3
3 + 4 = ☐ ○ 10	2 + 4 = ☐ ○ 10
7 + 2 = ☐ ○ 6	4 + 1 = ☐ ○ 7

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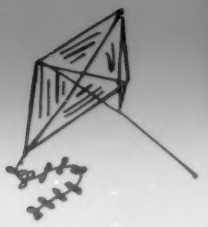

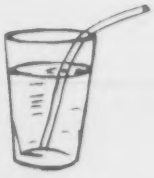

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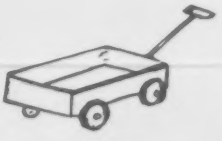

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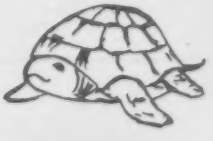
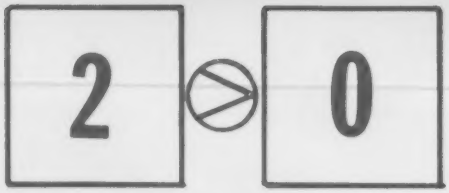
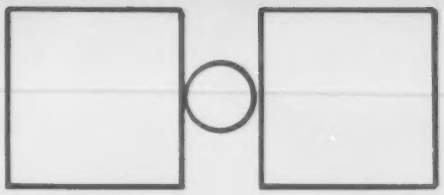
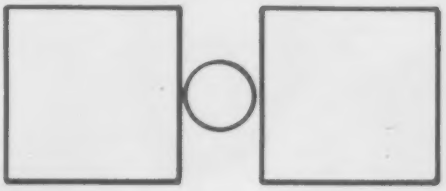
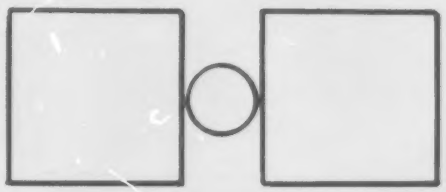
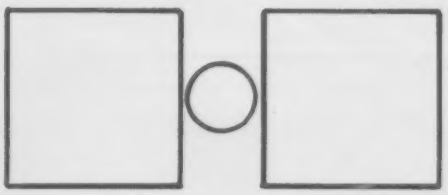
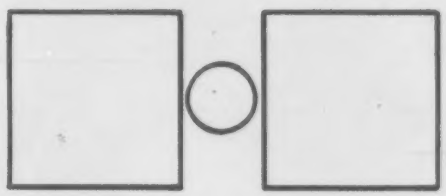
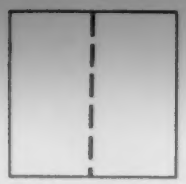
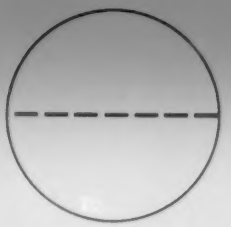
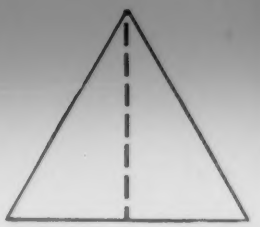
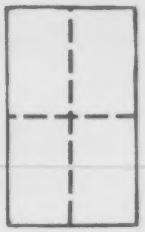
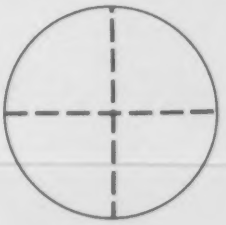
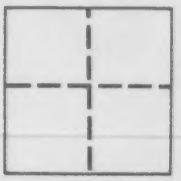


$3-1 \geq 1-1$ 	$5-2 __ 3-1$ 
$7-3 __ 9-2$ 	$6-4 __ 5-2$ 
$10-5 __ 8-4$ 	$7-4 __ 10-2$ 

$\frac{1}{2}$			
$\frac{1}{4}$			
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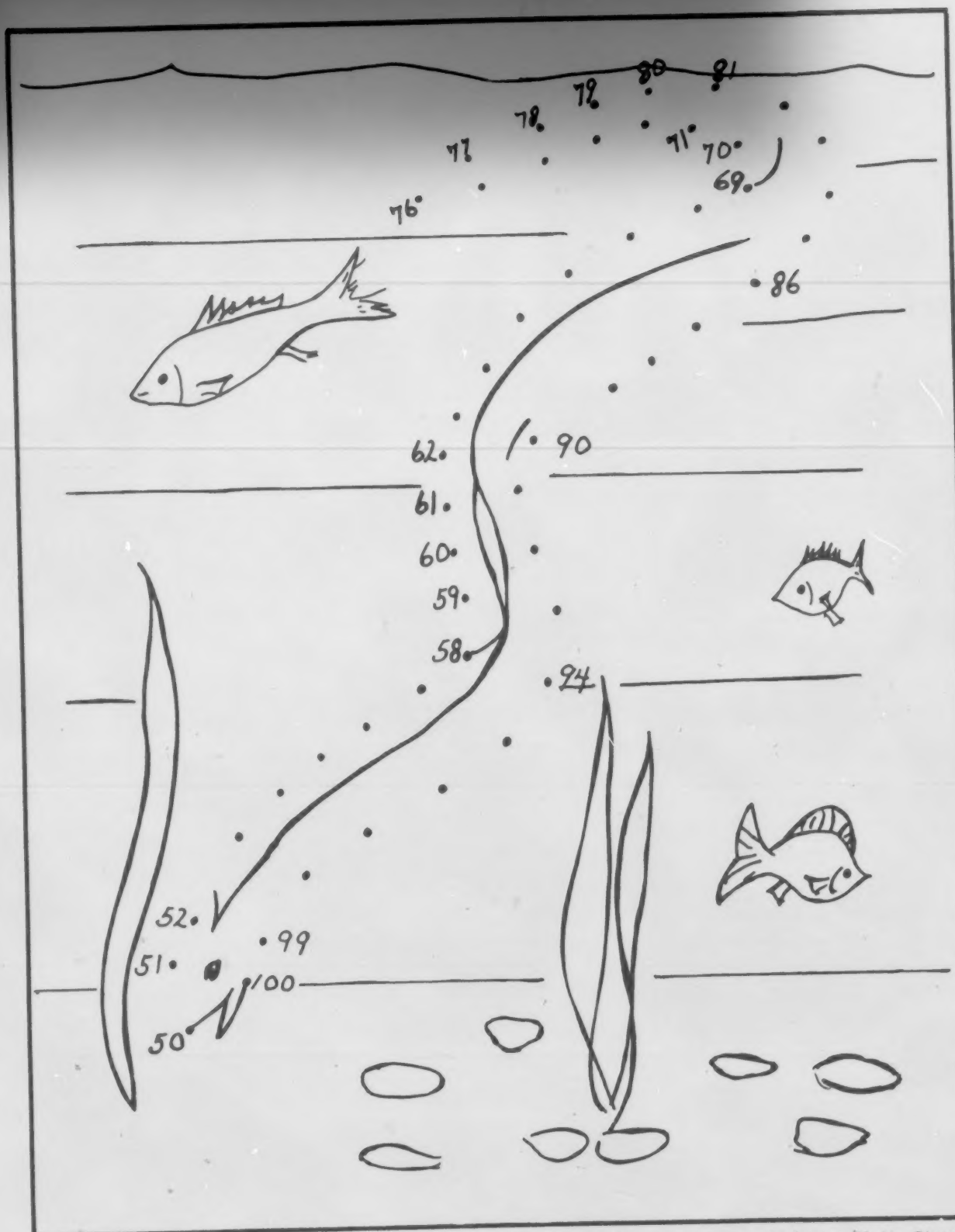
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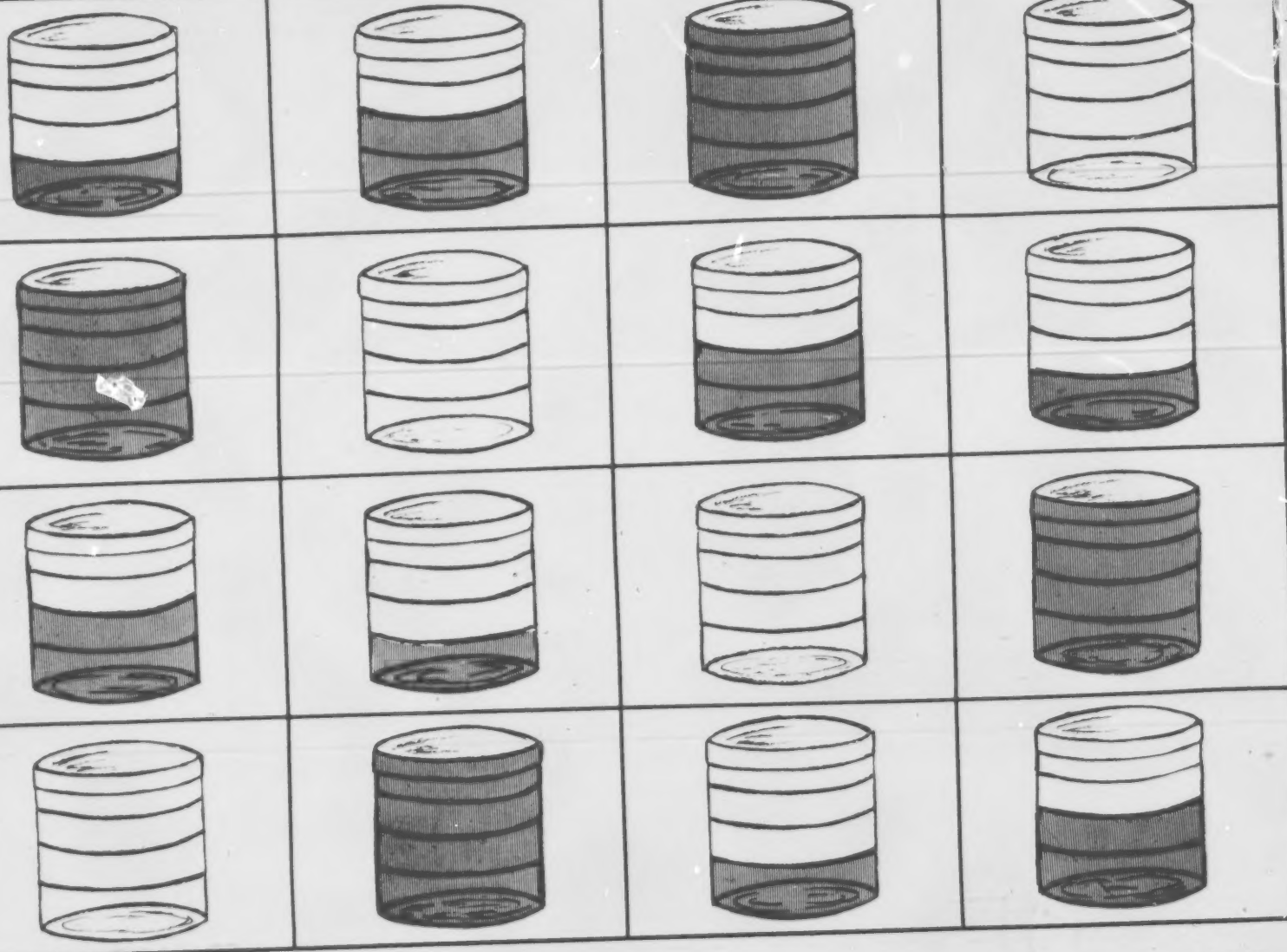

Para usar con Science/Math Strand

Kit 13, Conjunto de dittos

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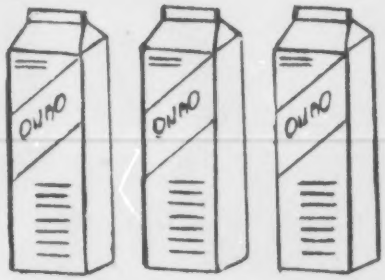

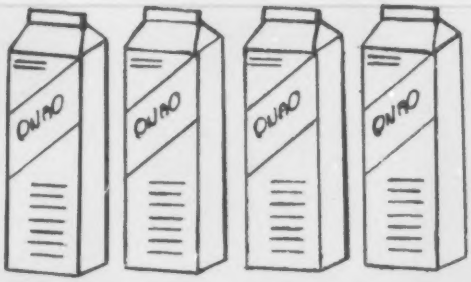

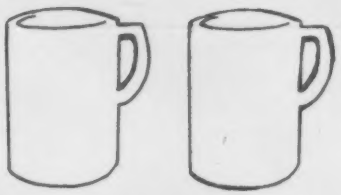

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KIT 14

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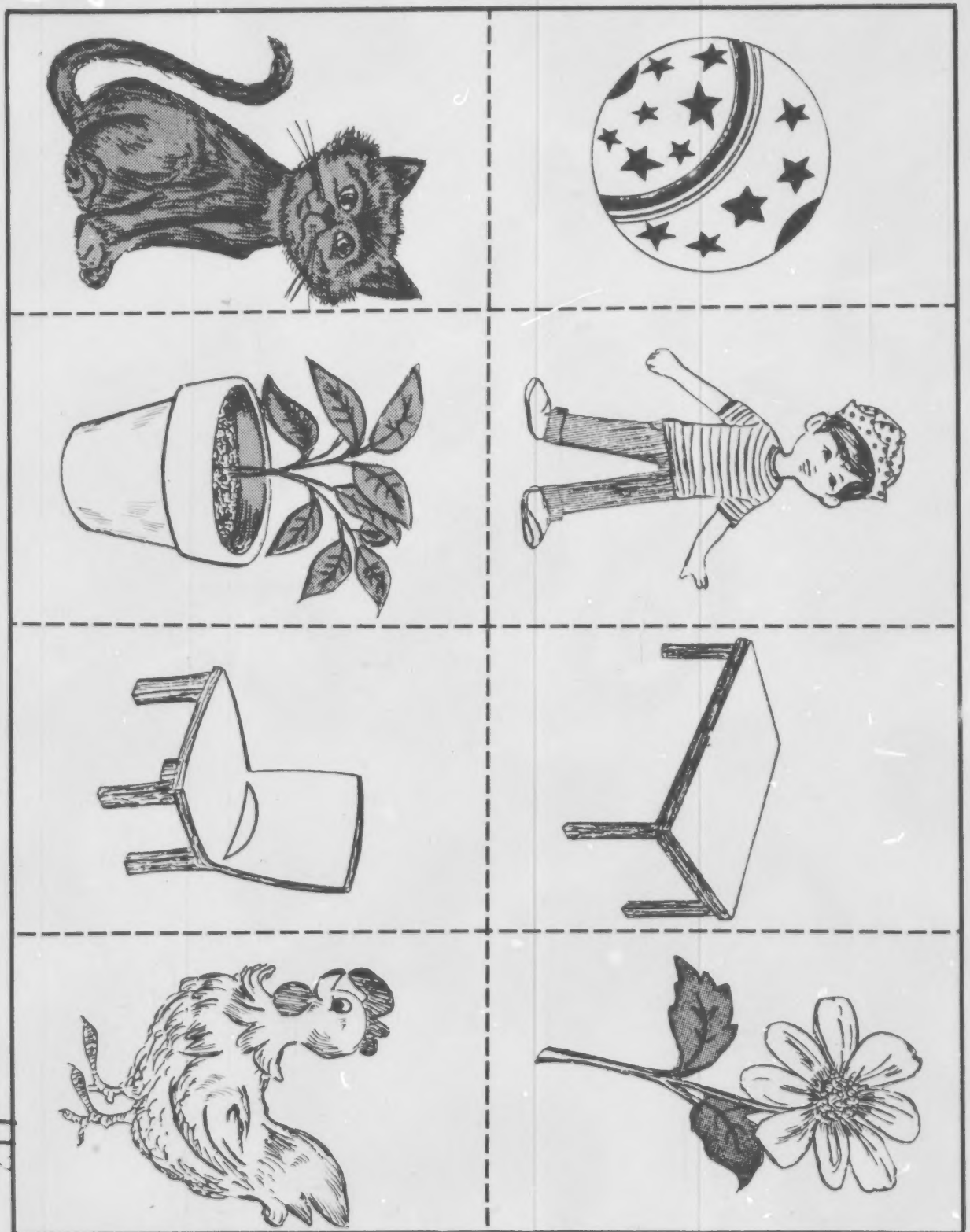


Kit 14, Conjunto de dittos

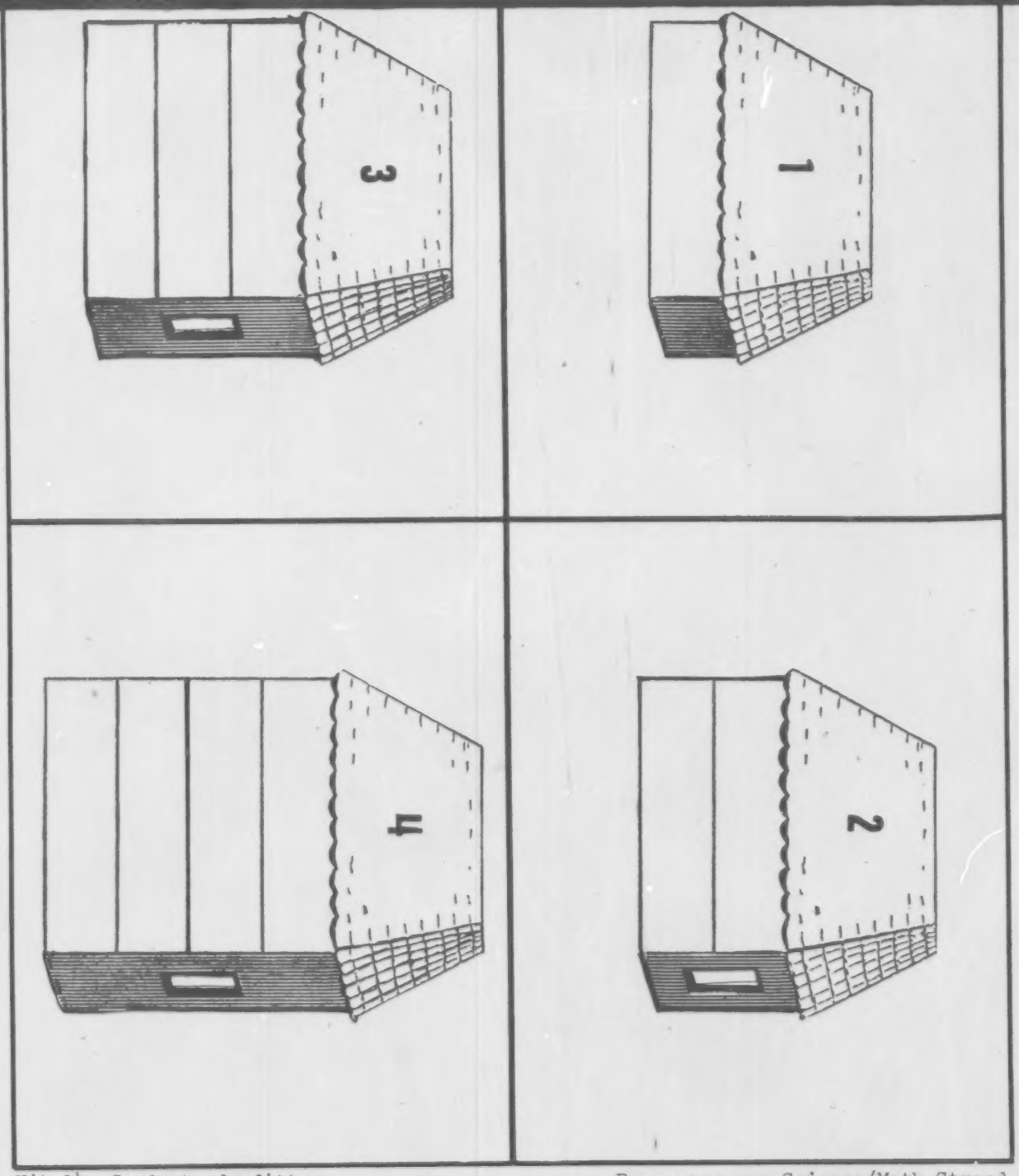
Para usar con Science/Math Strand.

HABA LIMA SIN AGUA	HABA LIMA CON AGUA
MAÍZ SIN AGUA	MAÍZ CON AGUA

GRÁFICO DE CRECIMIENTO DE LA PLANTA

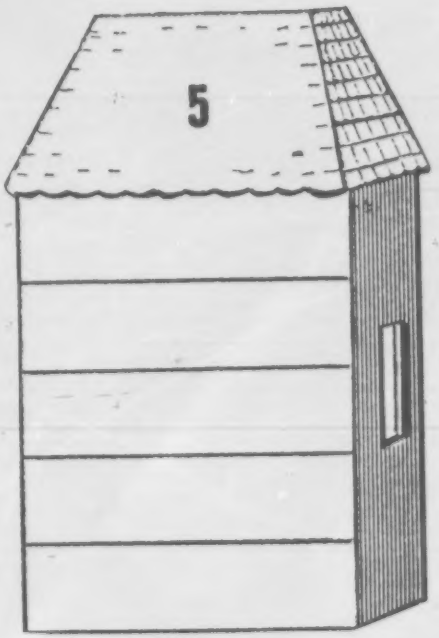
1er día	2º día	3er día	4º día	5º día	6º día	7º día	8º día	9º día

Pegue las tiras después de medir la planta en este gráfico.



Kit 14, Conjunto de dittos

Para usar con Science/Math Strand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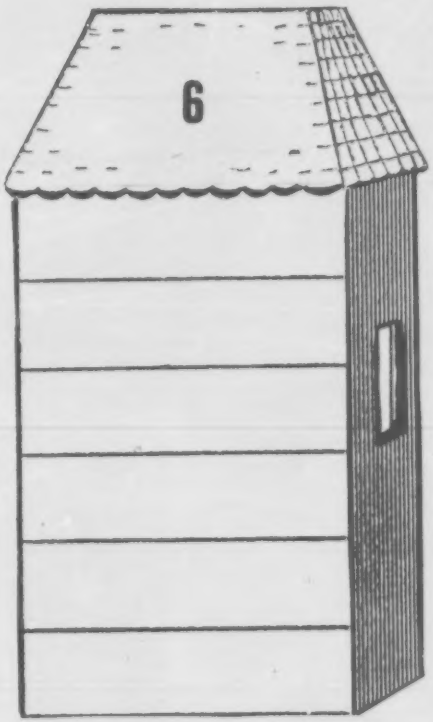
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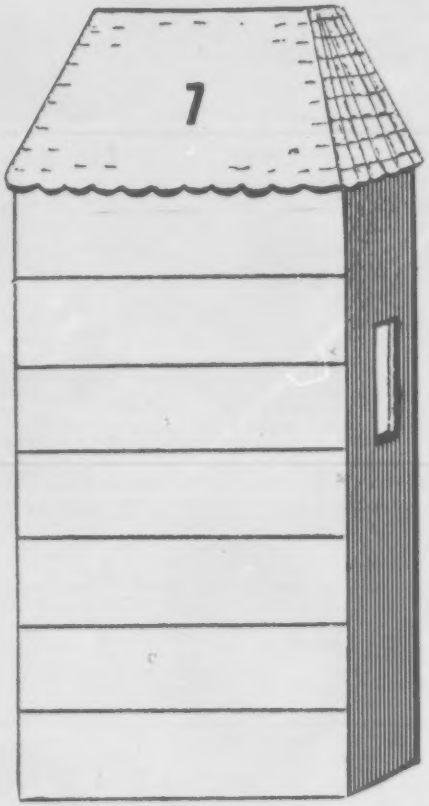
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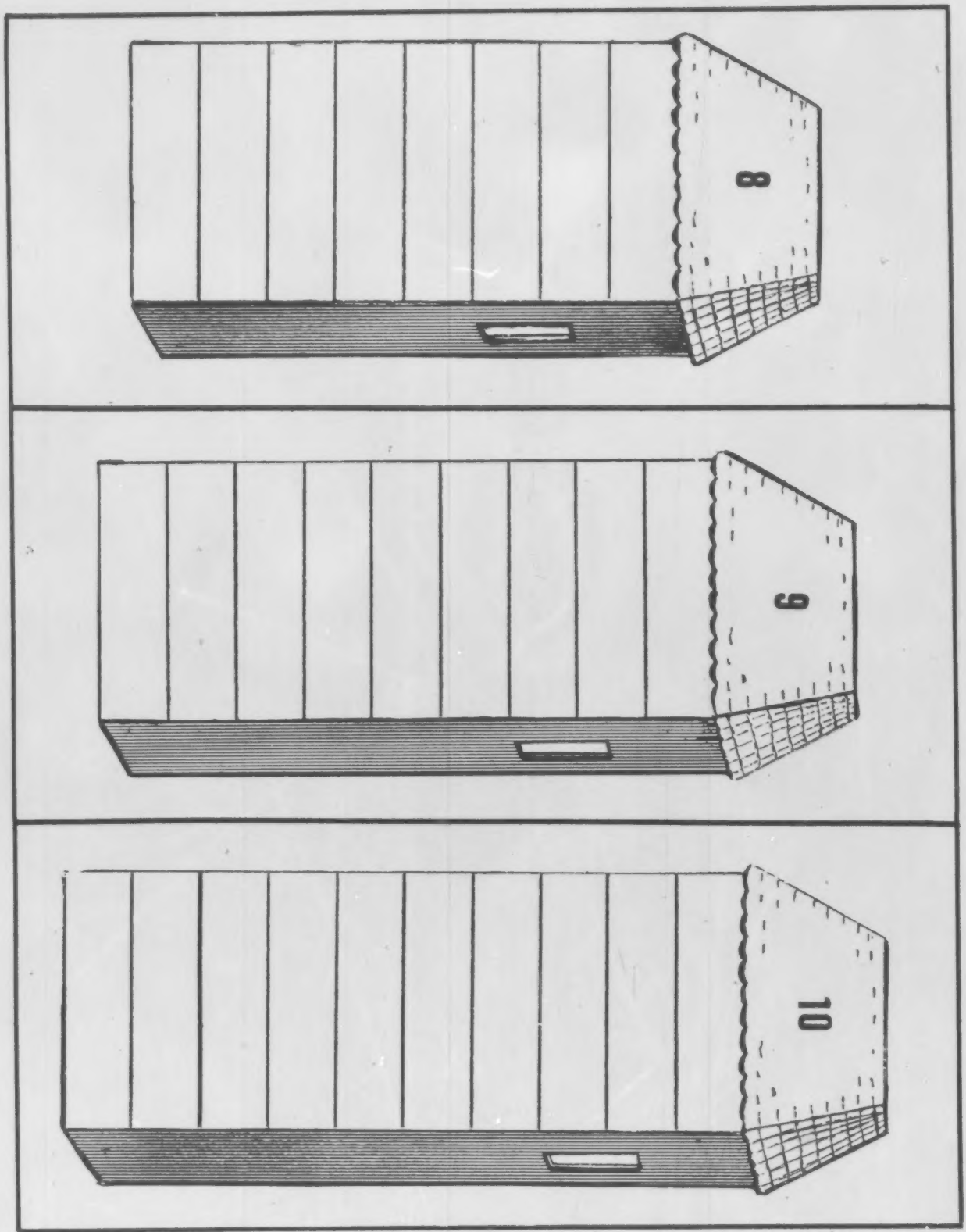

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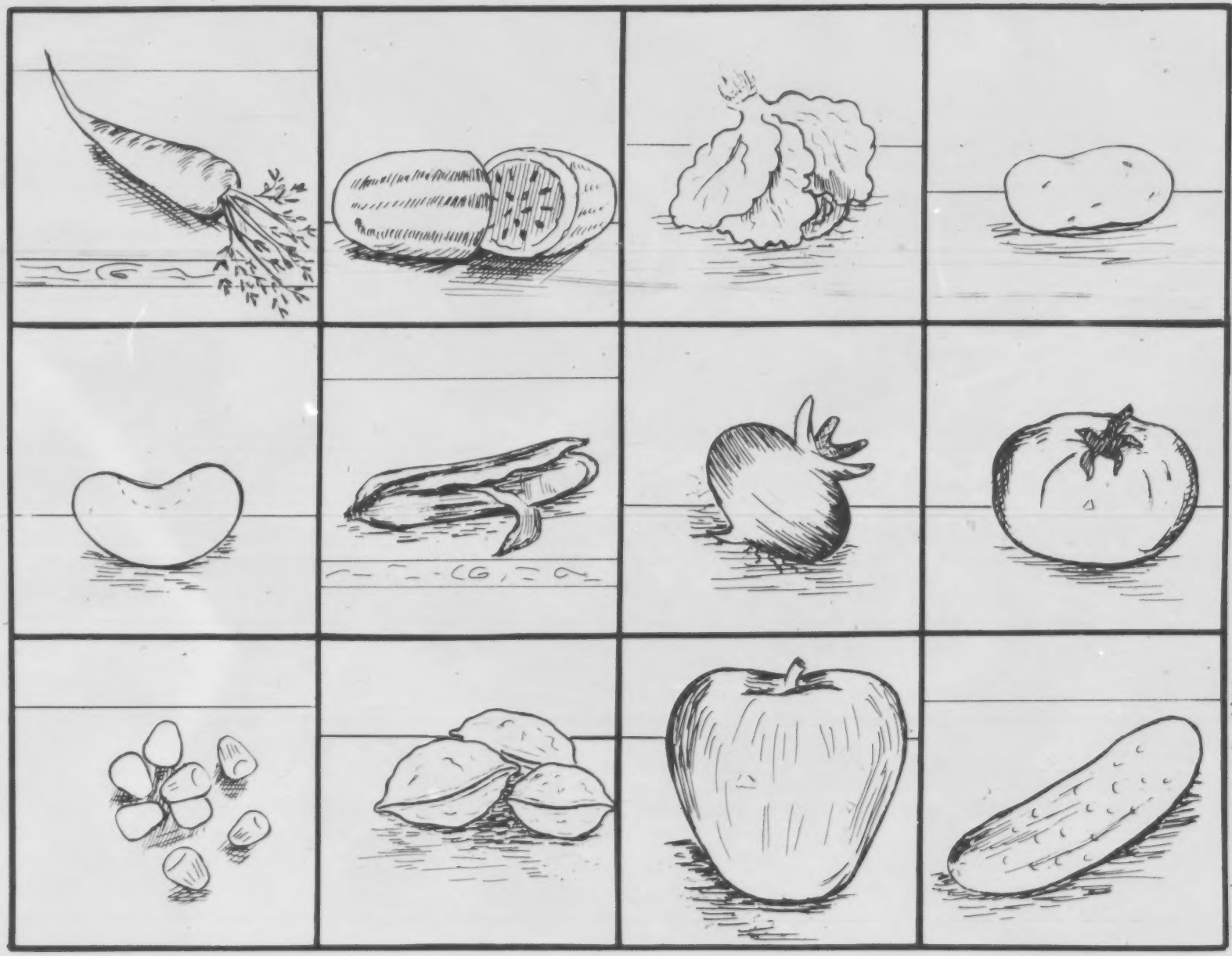

Para usar con Science/Math Strand

Kir 14, Conjunto de dittos

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1	2	3
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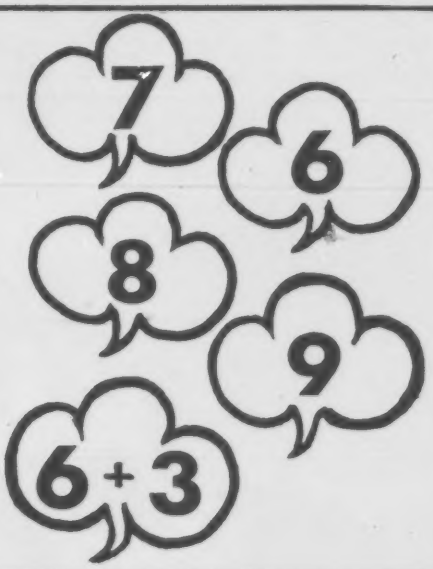
□ + □ + □ = □	□ + □ + □ = □
(___ + ___) + ___ = □	(___ + ___) + ___ = □
___ + ___ = □	___ + ___ = □

Kit 14, Conjunto de dittos

Para usar con Science/Math Strand

3 + ☐ = 7	7 − ☐ = 4
2 + ☐ = 8	8 − ☐ = 6
☐ + 8 = 9	9 − ☐ = 8
☐ + 4 = 8	8 − ☐ = 4

5 + 2
1 + 5
3 + 6
4 + 4
3 + 4
7 + 2



$$3 + 4 + 2 =$$
$$(3 + 4) + 2 =$$
$$\underline{\quad\quad} + 2 = \square$$

$$\begin{array}{r} 3 \\ 4 \\ +\,2 \\ \hline \square \end{array}$$

$$4 + 1 + 3 =$$
$$(4 + 1) + 3 =$$
$$\underline{\quad\quad} + 3 = \square$$

$$\begin{array}{r} 4 \\ 1 \\ +\,3 \\ \hline \square \end{array}$$

LAS PLANTAS NECESITAN _____,
_____, _____ PARA CRECER.

ESCOJA LAS COSAS QUE NECESITAN LAS PLANTAS PARA CRECER:

1. FRÍO
2. AIRE
3. NIEVE
4. SOL
5. AGUA
6. ALAS

¿CUÁLES SON LAS PARTES DE UNA PLANTA?

1. AIRE
2. TALLO
3. RAÍZ
4. SOL
5. HOJA
6. AGUA

_____

_____

_____

PONGA EN ORDEN ESTAS SEMILLAS SEGÚN, SU CRECIMIENTO. USE LOS NUMERALES 1, 2, 3.

PONGA UNA X DEBAJO DE LAS COSAS CON VIDA.

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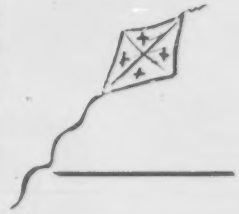

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Para usar con Science/Math Strand

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Kit 14, Conjunto de dittos

Nombre _____

$\square + 2 = 8$

$5 + \square = 9$

$$\begin{array}{r} 4 \\ +\ \square \\ \hline 7 \end{array} \qquad \begin{array}{r} \square \\ +\ 3 \\ \hline 6 \end{array}$$

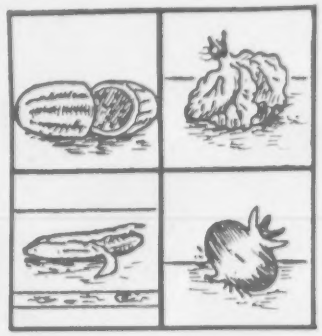
Fecha _____

$$\begin{array}{r} 7 \\ -\ \square \\ \hline 5 \end{array} \qquad \begin{array}{r} 4 \\ -\ \square \\ \hline 2 \end{array}$$

$9 - \square = 3$

$8 - \square = 6$

Nombre _____ Fecha _____



KIT 15

(Pages 26-34)

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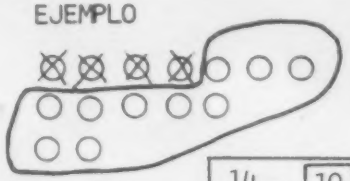
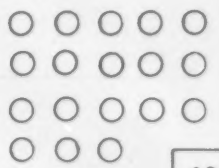
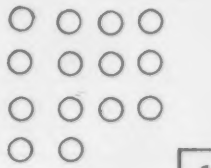
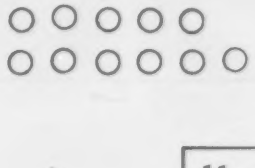
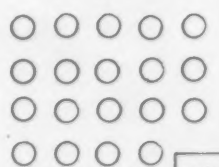
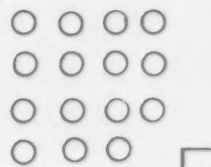
EJEMPLO  14 - 10 = 4	13 - ☐ = 8	17 - ☐ = 16
12 - ☐ = 6	15 - ☐ = 7	16 - ☐ =13
 18 - ☐ = 4	 14 - ☐ = 8	 11 - ☐ = 6
 19 - ☐ = 13	11 - ☐ = 9	16 - ☐ = 7
13 - ☐ = 9	 15 - ☐ = 6	10 - ☐ = 0

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1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

13 + 4 = (10 + 3) + 4 = 10 + (3 + 4) = 10 + _____ = ☐	13 + 4 _____ ☐ = 10 + 7 (10 + 3) 4 _____
12 + 5 = (10 + 2) + 5 = 10 + (2 + 5) = 10 + _____ = ☐	12 + 5 _____ ☐ = 10 + _ (10 + 2) 5 _____
14 + 5 = (__ + 4) + 5 = __ + (4 + 5) = __ + _____ = ☐	14 + 5 _____ ☐ = __ + __ (10 + 4) 5 _____
15 + 3 = (__ + __) + 3 = __ + (+ 3) = __ + _____ = ☐	15 + 3 _____ ☐ = __ + __ (10 + 5) 3 _____

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10¢
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19¢
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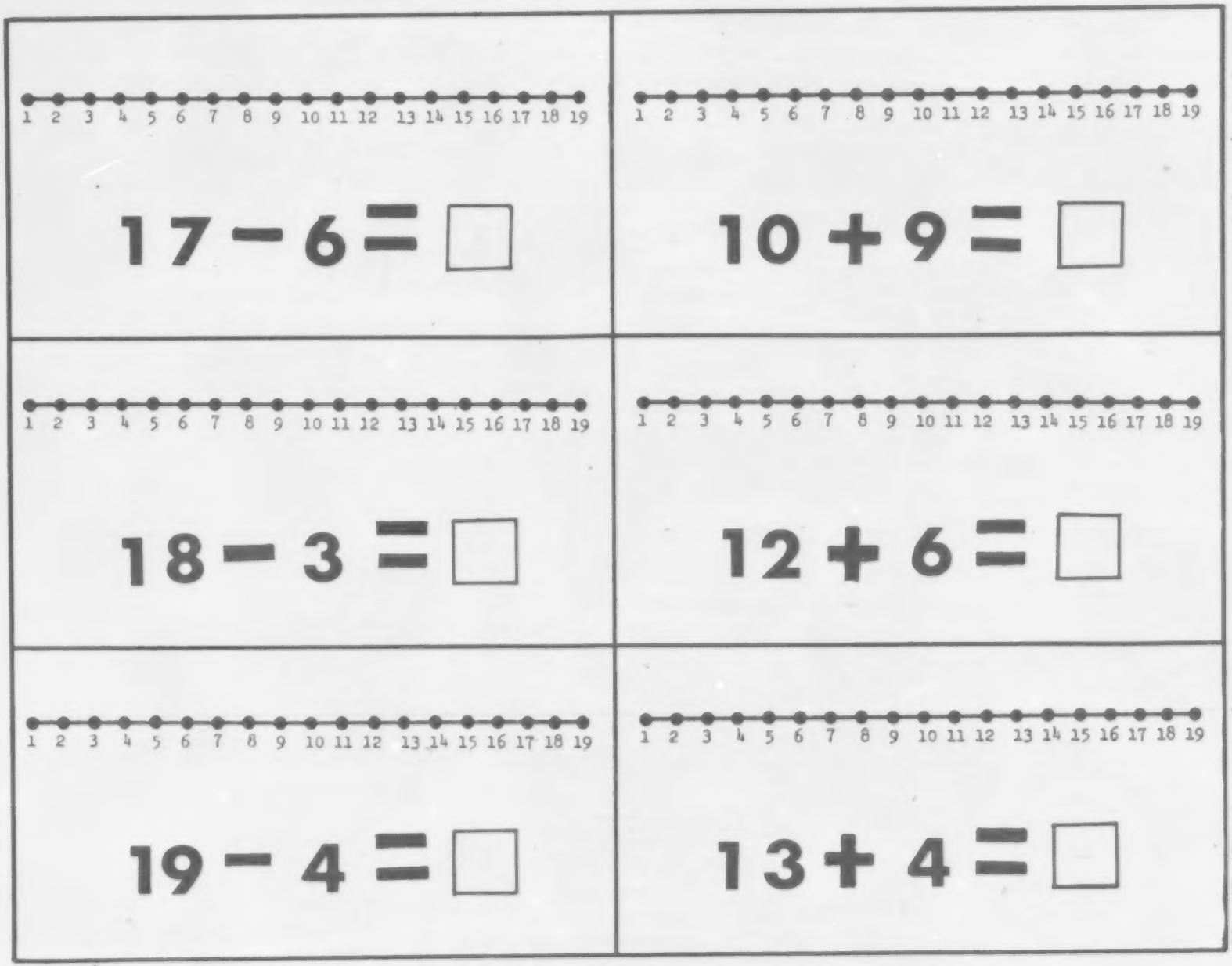

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Kit 15, Conjunto de dittos

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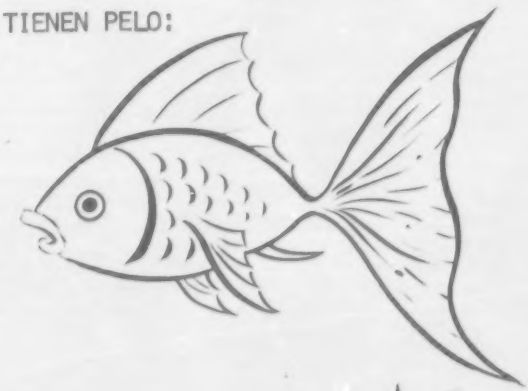
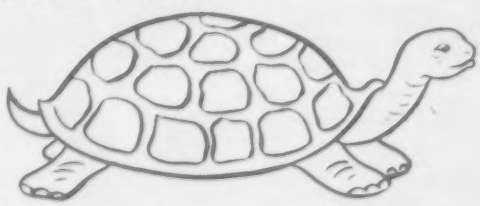
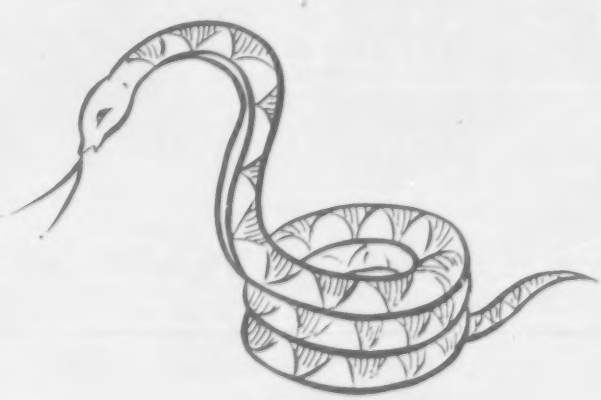
Nombre _____ Fecha _____

1 COLOREAR LOS ANIMALES QUE TIENEN PELO:



2 COLOREAR LOS ANIMALES QUE SE ARRASTRAN PARA MOVERSE:





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Nombre _____ Fecha _____

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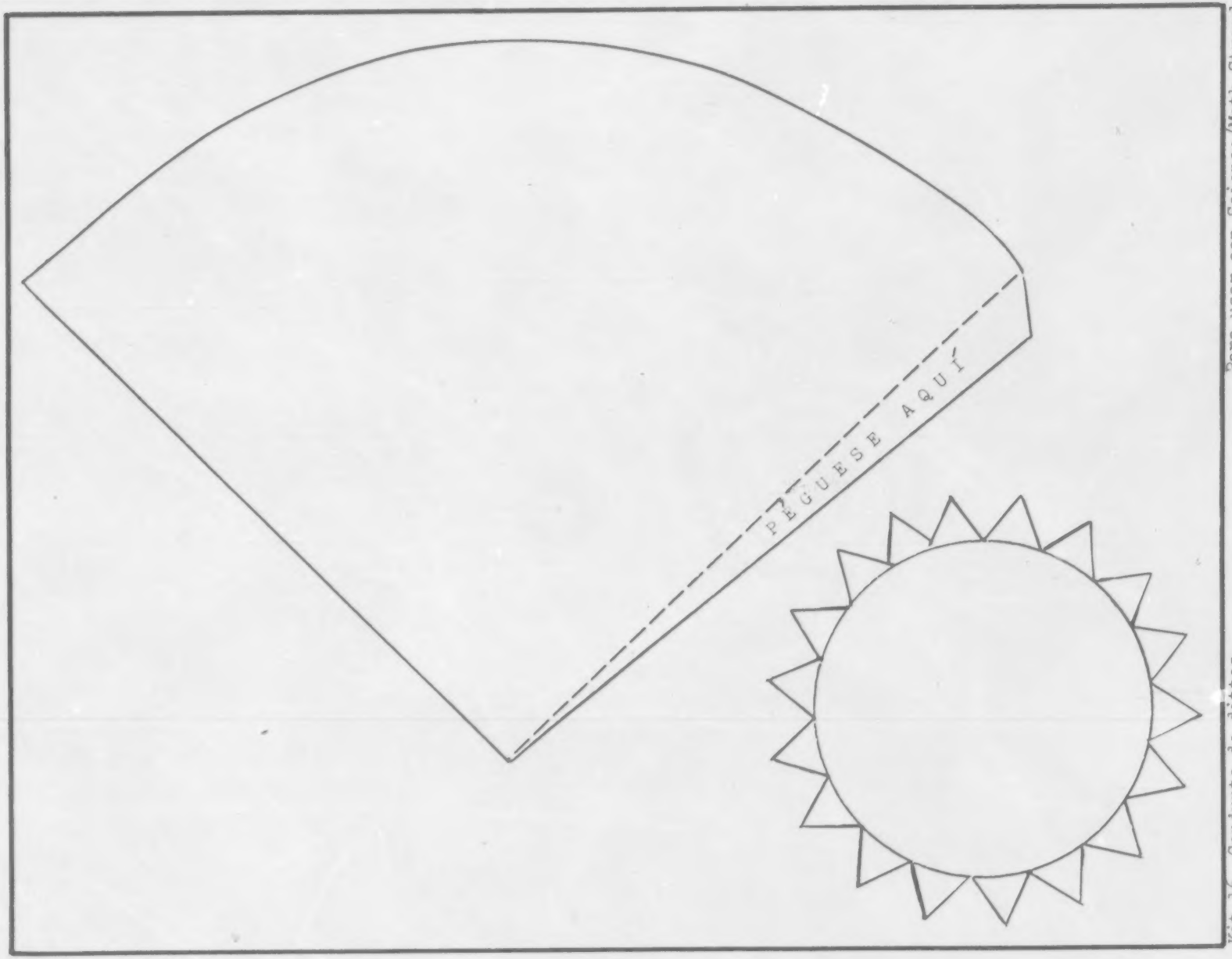
COLOREAR LOS ANIMALES CUYAS CRÍAS LES CORRESPONDEN:

KIT 16

(Pages 35-45)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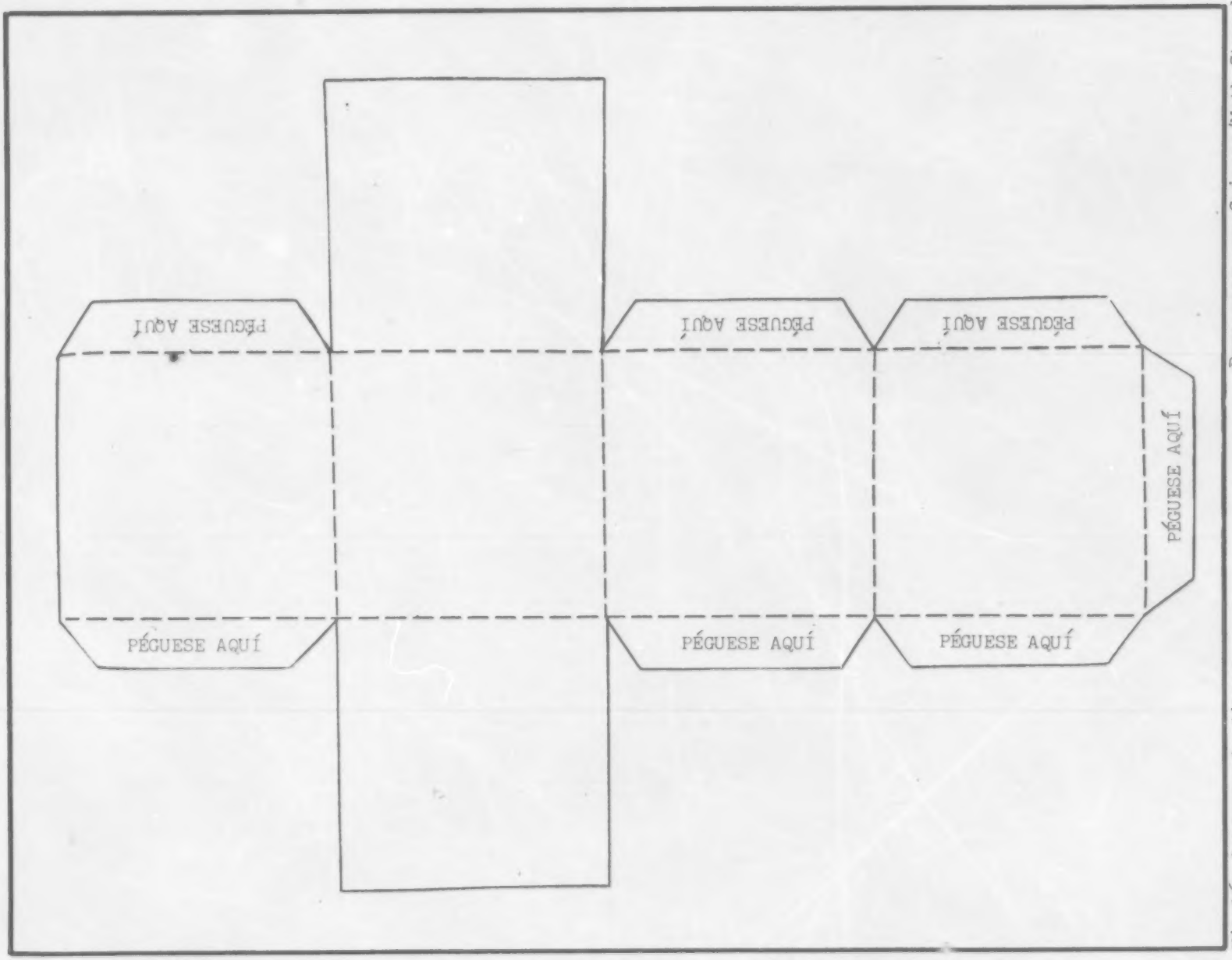
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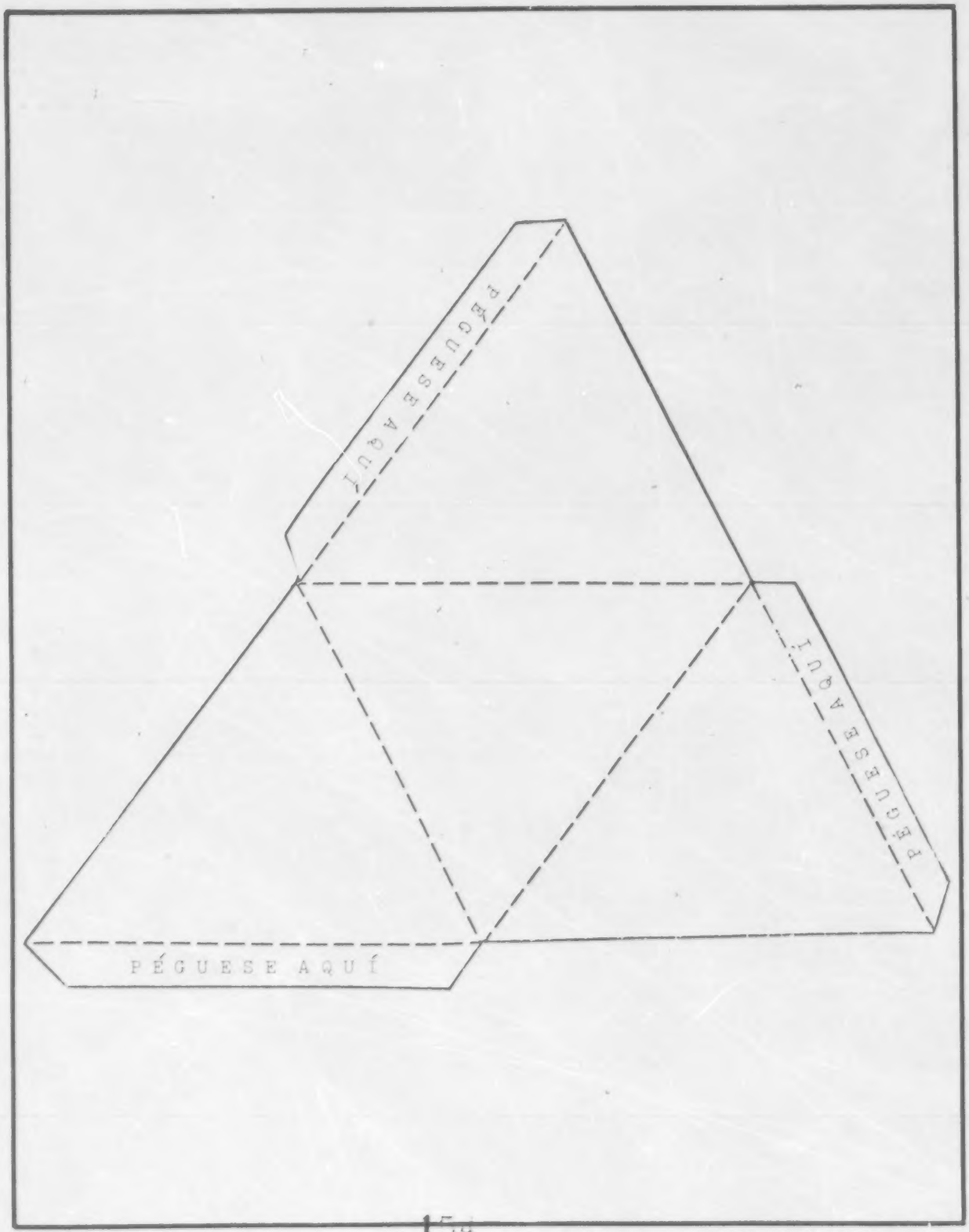
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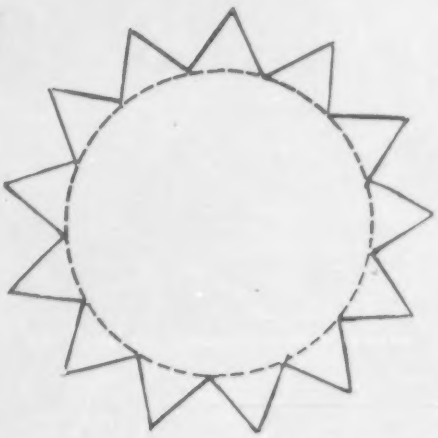

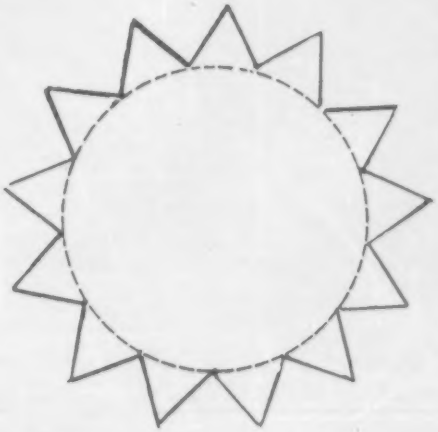

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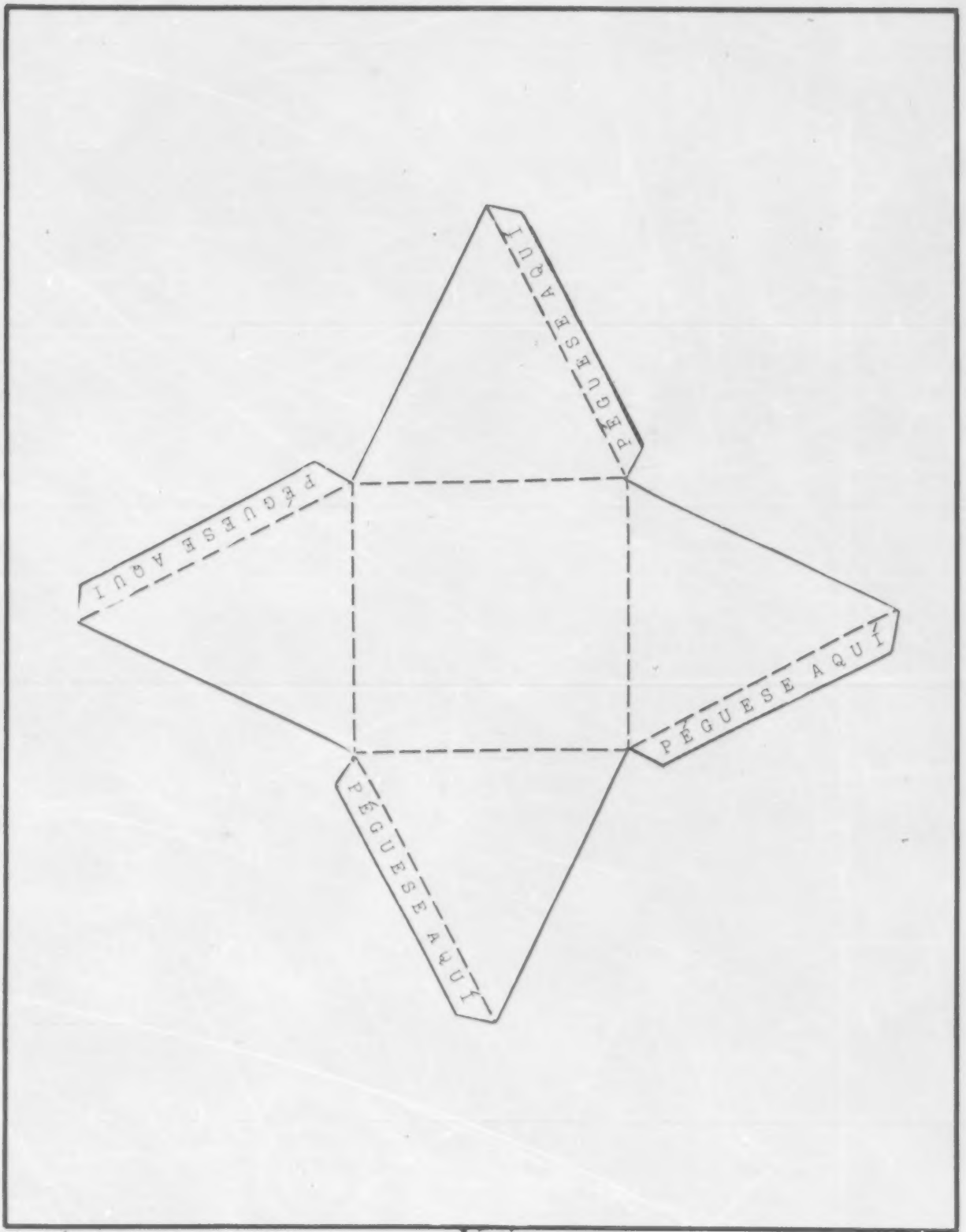
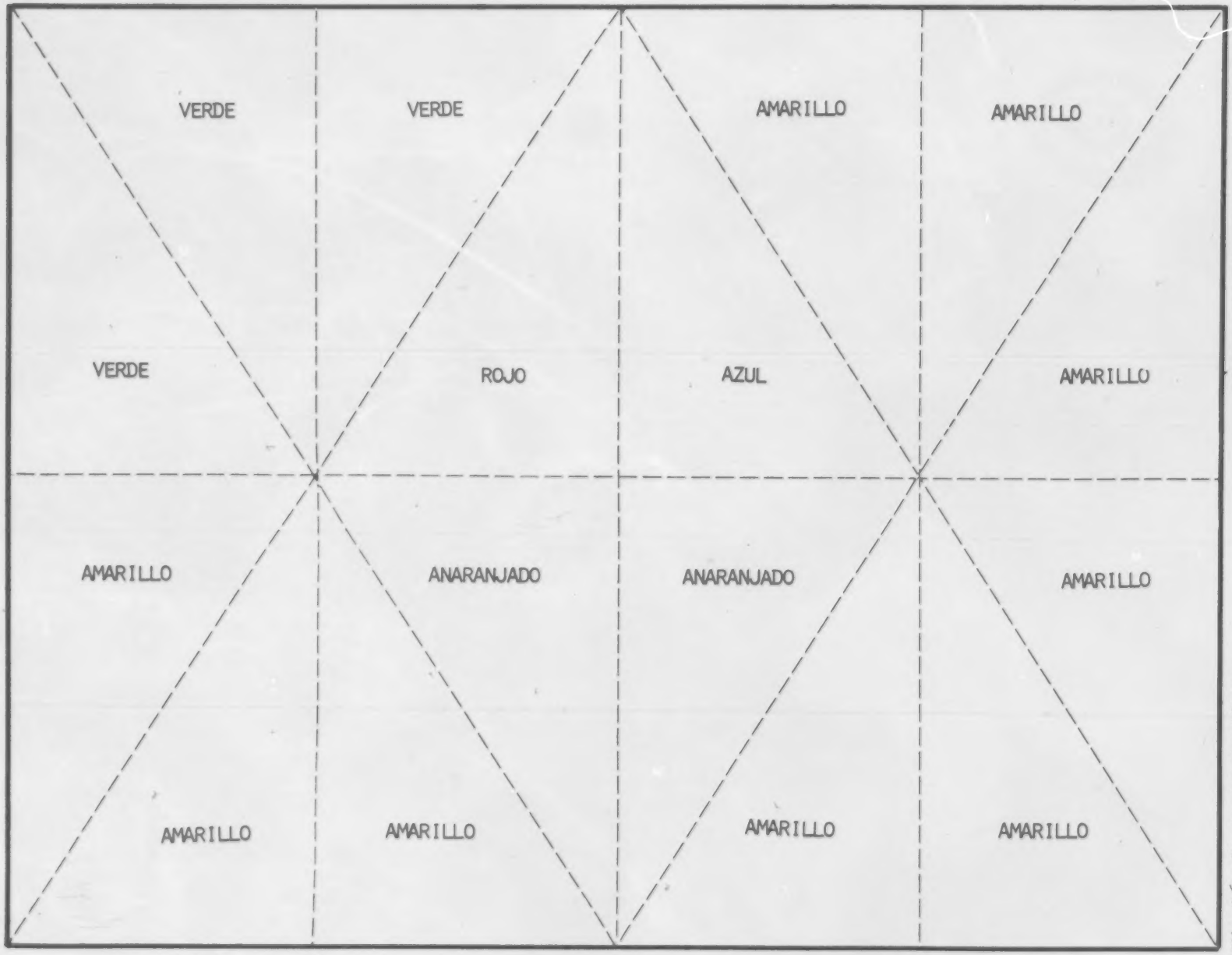

PÉGUESE AQUÍ
PÉGUESE AQUÍ
PÉGUESE AQUÍ
PÉGUESE AQUÍ



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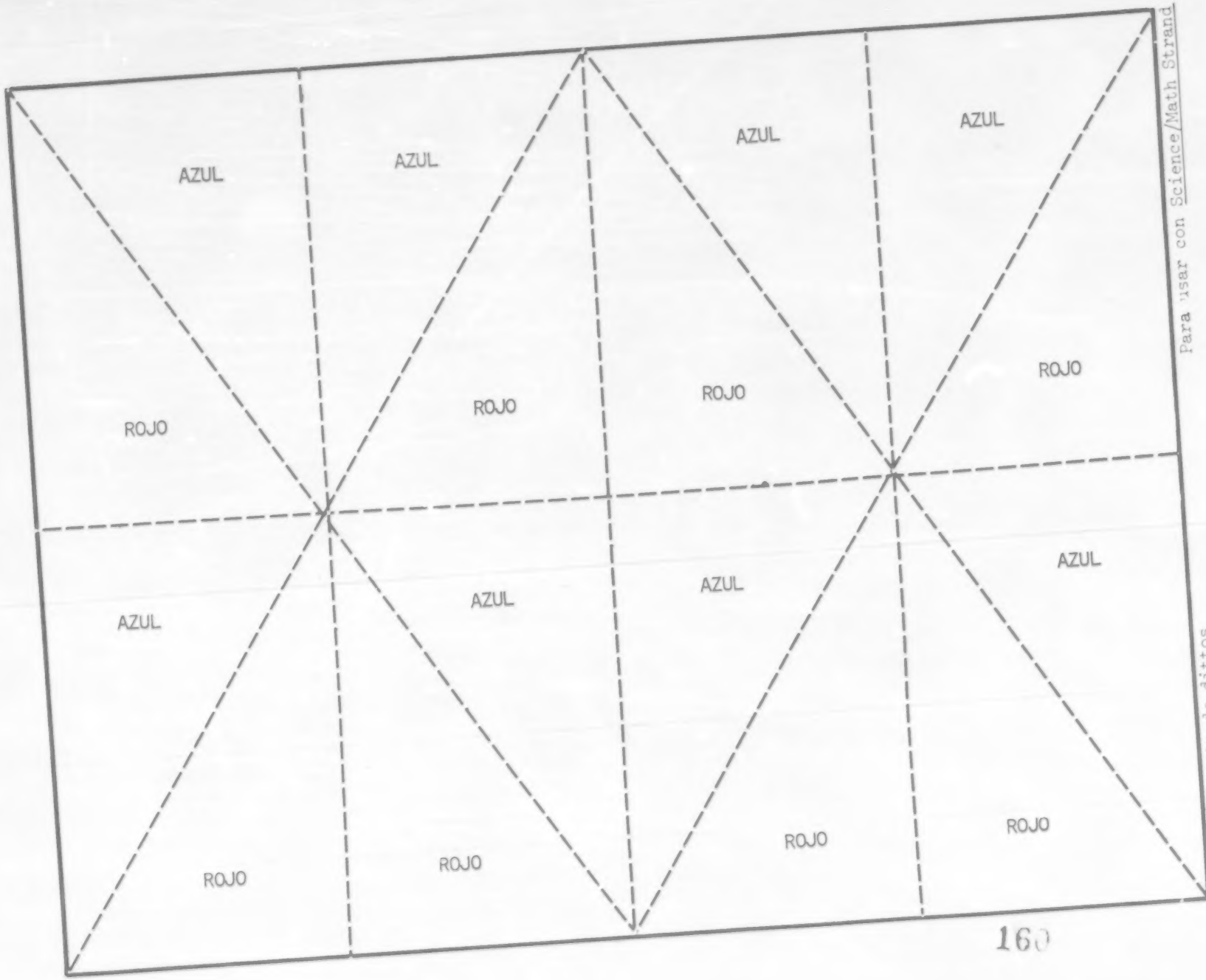

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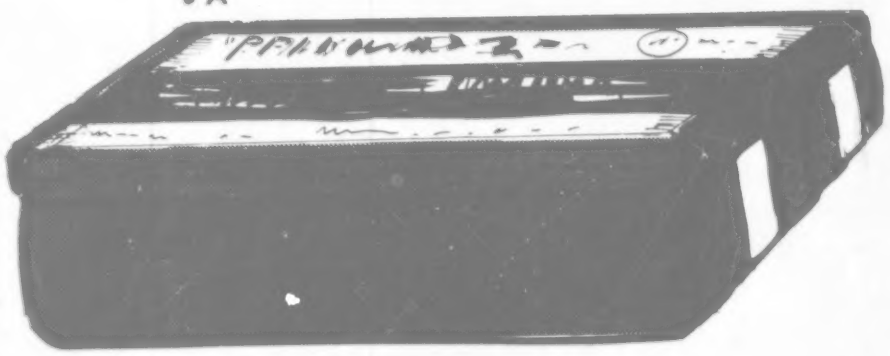
Nombre _____

Fecha _____

•A •B

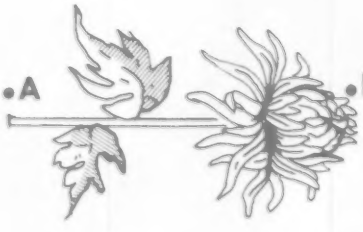
•A •B



•A •B

•A •B

•A •B



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Nombre _____ Fecha _____

3 + 9 = 12 □ - □ = □	6 + 5 = 11 □ - □ = □	9 + 6 = 15 □ - □ = □
6 + 7 = 13 □ - □ = □	7 + 8 = 15 □ - □ = □	10 + 9 = 19 □ - □ = □

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Nombre _____ Fecha _____

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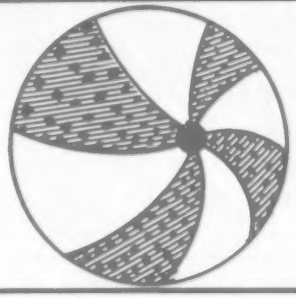
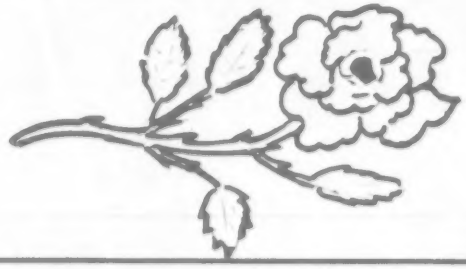
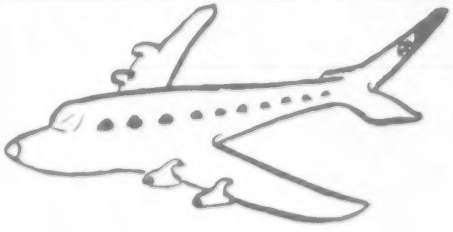
2		
3		
4		
5